

Appendix 1 - The RSHE Curriculum

RSHE Curriculum	<i>RSHE Content and Units of Work</i>	<i>Year Group covered</i>
<i>How is this covered in Healthy Minds at The Leigh Academy?</i>		
<p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary</p>	<p><b>Resilience Competencies: Self Regulation, Human Connection, Self Awareness and Compassion</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>            Understand that emotions can be helpful and unhelpful and we can learn to regulate them.            Explore the brain and the role of emotions.            Understand the importance of being calm to help with resilient responses.            Learn about the link between thoughts, feelings and behaviour.            Understand that resilience skills can help us understand why we react the way we do.            Learn how to calm down when emotions are strong.</p>	<p><b>7</b></p>
	<p><b>.breathe learning outcomes include:</b>            Develop some simple tools for training their own attention.            Be encouraged towards key attitudes to attention-training: kindness, patience, repetition.            Understand that we can choose what to do with our attention.            Humans are social beings, and our brains are designed to help us identify the emotions and experiences of others as well as our own. These signals can sometimes be difficult to read, and made all the more powerful through the combination of thoughts, feelings, actions and body sensations Learning to 'breathe' can give us the space and time to see more clearly and respond more skillfully in such situations.</p>	<p><b>7</b></p>

<p>That happiness is linked to being connected to others</p>	<p><b>Resilience Competencies: Human Connection, Self Awareness and Compassion</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>  Understand the importance of gratitude.  Practise gratitude.  Consider how resilience skills can help me express myself and how it helps me understand others.  Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.  Learn what empathy means.  Know how to stand in the shoes of others and show empathy.  Be introduced to the idea of Big Sticky Beliefs (value-based beliefs).  Consider the effect that BSBs can have on relationships.  Recognise BSBs can cause people to react differently to the same Activating Event.  Understand that BSBs can affect how we communicate which affects our relationships.</p>	<p>7</p>
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	<p>Discover how communicating assertively builds healthy relationships.</p> <p><b>From School to Life Learning Outcomes include:</b>  Recognise that everyone has different ideas about who they want to be in the future.  Learn that positive role models can help them reach their goals.  Learn that negative role models can distract and hinder goals.  Learn that everyone faces obstacles and difficulties.  Learn that there are decisions and choices to be made.</p> <p><b>Mental Illness Investigated Learning Outcomes include:</b>  Draw parallels between mental and physical health.  Understand that mental health is a spectrum and can illustrate this with examples.</p>	<p>8</p>
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<p>How to recognise the early signs of mental wellbeing concerns</p>	<p><b>Resilience Competencies: Self Regulation, Human Connection, Self Awareness and Compassion</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>          Explore the brain and the role of emotions.          Learn about the link between thoughts, feelings and behaviour.          Understand that resilience skills can help us understand why we react the way we do.          Understand the difference between optimistic and pessimistic thinking.          Learn different communication styles (aggressive, passive and assertive).          Learn the beliefs that can get in the way of assertive communication.          Practise assertive communication.          Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.          Reflect on personal wellbeing.</p> <p><b>.breathe learning outcomes include:</b>          Learn to work with stress in a slightly different way          Humans are social beings, and our brains are designed to help us identify the emotions and experiences of others as well as our own. These signals can sometimes be difficult to read, and made all the more powerful through the combination of thoughts, feelings, actions and body sensations Learning to ‘breathe’ can give us the space and time to see more clearly and respond more skillfully in such situations.</p> <p><b>Mental Illness Investigated Learning Outcomes include:</b>          Define mental health and mental illness.          Draw parallels between mental and physical health.          Understand that mental health is a spectrum and can illustrate this with examples.          Explain that the brain’s role in keeping us mentally healthy.          Explain some of the common triggers for mental illness.          Differentiate between facts and myths about mental health and know where to seek further information if unsure.          Model how to have a conversation with a friend about their mental health.          Know when, where, how and why to get support for themselves or a friend and are aware of the types of support that are available.</p>	<p>7</p> <p>7</p> <p>10</p>
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<p>Common types of mental ill health (e.g. anxiety and depression)</p>	<p><b>Resilience Competencies: Self Regulation, Human Connection, Self Awareness and Compassion</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>  Understand the difference between optimistic and pessimistic thinking.  Learn how to recognise pessimistic thoughts.  Know how to use evidence to create more flexible and accurate thinking.  Identify when anxiety is getting in the way of my learning or my ability to do my best in tests and exams.  Learn to identify common Gremlins of resilience.  Learn to recognise that the Gremlins are not in control.  Understand the difference between optimistic and pessimistic thinking.  Reflect on personal wellbeing.</p> <p><b>.breathe learning outcomes include:</b>  Understand that we can choose what to do with our attention Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects.  Identify and draw their “stress signature” - where in the body do they feel stress?  Learn to work with stress in a slightly different way  Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects.  Identify and draw their “stress signature” - where in the body do they feel stress?  Learn to work with stress in a slightly different way  Humans are social beings, and our brains are designed to help us identify the emotions and experiences of others as well as our own. These signals can sometimes be difficult to read, and made all the more powerful through the combination of thoughts, feelings, actions and body sensations Learning to ‘breathe’ can give us the space and time to see more clearly and respond more skillfully in such situations.</p> <p><b>Mental Illness Investigated Learning Outcomes include:</b>  Define depression and anxiety and outline their preference.  Describe the symptoms of depression and anxiety and explain how these might impact on someone’s day-to-day life.  Explain the most common treatments for common mental health issues.  Explain some of the common triggers for mental illness.  Differentiate between facts and myths about mental health and know where to seek further information if unsure.  Model how to have a conversation with a friend about their mental health.  Know when, where, how and why to get support for themselves or a friend and are aware of the types of support that are available.</p>	<p>7</p> <p>7</p> <p>10</p>
<p>How to critically evaluate when something they do or are involved in has a positive or negative</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>  Explore that life is a journey with challenges (big and small) and it is our resilience that helps us overcome these.  Learn about the link between thoughts, feelings and behaviour.  Understand that resilience skills can help us understand why we react the way we do.</p>	<p>7</p>

effect on their own or others' mental health		
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	<p>Learn to identify common Gremlins of resilience.  Learn to recognise that the Gremlins are not in control.  Understand the difference between optimistic and pessimistic thinking.  Explore the importance of respect for different perspectives.  Know how to use evidence to create more flexible and accurate thinking.  Notice our brains are wired to notice what we want to see.  Understand the importance of gratitude.  Learn the WoBbLe skill and how to use it to tame the Catastrophising Gremlin.  Learn how to calm down when emotions are strong.  Understand the concept of ambiguity in decision-making.  Be able to discuss how to approach dilemmas and difficult decisions students may face in the coming years.  Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years.  Be better able to identify the risk and opportunity in the decisions I may face in the coming years.  Understand the power of peer influence on the decision-making process.  Practise the skills to objectively ‘weigh up’ a situation.  Understand that our beliefs play a part in our decision-making.  Be able to communicate a decision more effectively and negotiate if appropriate.  Understand what to do when faced with difficult decisions and choices.  Be able to explain how to apply resilient thinking skills to decision-making.  Understand what a resilient relationship is.  Learn the beliefs that are inappropriate.</p> <p><b>.breathe learning outcomes include:</b>  Be encouraged towards key attitudes to attention-training: kindness, patience, repetition.  Understand that we can choose what to do with our attention Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects.  Identify and draw their “stress signature” - where in the body do they feel stress?  Learn to work with stress in a slightly different way  Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects.  Identify and draw their “stress signature” - where in the body do they feel stress?  Learn to work with stress in a slightly different way  Humans are social beings, and our brains are designed to help us identify the emotions and experiences of others as well as our own. These signals can sometimes be difficult to read, and made all the more powerful through the combination of thoughts, feelings, actions and body sensations Learning to ‘breathe’ can give us the space and time to see more clearly and respond more skillfully in such situations.</p> <p><b>From School to Life Learning Outcomes include:</b>  Recognise that everyone has different ideas about who they want to be in the future.  Learn that positive role models can help them reach their goals.  Learn that negative role models can distract and hinder goals.</p>	<p>7</p> <p>8</p>
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	<p>Learn that everyone faces obstacles and difficulties. Learn that there are decisions and choices to be made.</p>	
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<p>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</p>	<p>Learn that thinking ahead about obstacles can help with planning for the future.  Learn that the far future is linked to the present by the near choices we make.  Learn that becoming the adult you want to be in the future, involves making choices now.  Learn that what we do now influences the choices we make.  Learn that a strategy is something that includes specific actions.  Learn that taking action now makes the far future feel closer and is the difference between dreaming of who I want to be in the future. Learn that what they do now in school matters for the future.  Learn how to plan ways to overcome difficulties and cope with problems at school.  Think about who may be able to help them with difficulties- teachers and other adults.</p> <p><b>Sex Ed Sorted Learning Outcomes Include:</b>  Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p> <p><b>Mental Illness Investigated Learning Outcomes include:</b>  Understand that mental health is a spectrum and can illustrate this with examples.  Explain the brain’s role in keeping us mentally healthy.  Understand that physical health underlies mental health and can describe small changes we can make to promote our wellbeing. Explain some of the common triggers for mental illness.  Differentiate between facts and myths about mental health and know where to seek further information if unsure.  Describe the ‘five ways to wellbeing’ and outline simple changes they could try to make to promote their own wellbeing.  Model how to have a conversation with a friend about their mental health.  The link between mind and body is implicit. The role of emotions as a source of energy and harnessing emotions can be achieved through physical activity.</p> <p><b>Resilience Lesson Learning Outcomes include:</b>  Learning calming, focusing and distraction techniques to look after ourselves.  Being grateful for other people and how expressing gratitude is helpful for self and for others in terms of wellbeing.</p> <p><b>.breathe learning outcomes include:</b>  Be encouraged towards key attitudes to attention-training: kindness, patience, repetition.  Understand that we can choose what to do with our attention. Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects.  Humans are social beings, and our brains are designed to help us identify the emotions and experiences of others as well as our own. These signals can sometimes be difficult to read, and made all the more powerful through the combination of thoughts, feelings, actions and body sensations Learning to ‘breathe’ can give us the space and time to see more clearly and respond more skillfully in such situations.</p> <p><b>Mental Illness Investigated Learning Outcomes include:</b>  Understand that physical health underlies mental health and can describe small changes we can make to promote our wellbeing. Describe the ‘five ways to wellbeing’ and outline simple changes they could try to make to promote their own wellbeing.</p>	<p>9</p> <p>10</p> <p>7</p> <p>7</p> <p>10</p>
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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

**Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism**

**Resilience Lesson Learning Outcomes include:**

**7**  
Understand the difference between optimistic and pessimistic thinking.  
Explore the importance of respect for different perspectives.  
Know how to use evidence to create more flexible and accurate thinking.  
Notice our brains are wired to notice what we want to see.  
Understand what a resilient relationship is.  
Learn the beliefs that are inappropriate.  
Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.

**Social Media Investigated Learning Outcomes include:**

**7**  
Learn how to define media literacy.  
Learn the difference between text and subtext.  
Learn how to recognise characteristics of social media vs. traditional media.  
Learn how to define and recognise characteristics of reality television.  
Learn how to identify the differences between reality and fantasy in various types of media and see the untold stories when watching reality television. Learn to define and understand what it means to set a boundary in their life.  
Learn to identify the advantages and disadvantages of social media.  
Understand the impact of their present social media activity on future goals and aspirations.  
Learn how to create their own guidelines for using social media in a positive way.  
Learn and discuss how media can be used to build community, find support, and decrease isolation in their lives.  
Learn how to describe their identity and how they want to be thought of by others online.  
Learn to express how social media forms part of their identity now and in the future.  
Learn how to identify that others have different ideas and identities and use social media in different ways.  
Can explain how their online identity will influence their future.  
Are able to identify at least three techniques of media persuasion and the risks such as gambling, debt.  
Learn to differentiate between persuasion and manipulation.  
Discuss stereotypes applied to females and males in UK society.  
Identify the gender constructs in various media examples including how some messages (such as gambling) as targeted.

Able to examine how ideas about gender affect their own lives.

Learn the subtext and untold stories behind media messages regarding sex and sexuality.

Identify target marketing tactics to various age groups.

Learn to understand the intersection of gender, age, and body size.

Learn about body shaming messages and how to counter these negative messages by being body positive.

Compare the marketing of a product with its actual nutritional value.

Learn to examine which foods are targeted to specific groups of people.

Understand the connection between access to healthy foods and the future of one's health.

Identify structural issues that hinder accessing healthy food.

Identify healthier options for them and their families.

Learn how to contrast the ideas about a product with real facts about how the product can impact one's health.

<p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</p>	<p>Learn how to analyse the ways in which they themselves are targeted by media and evaluate how media impact their thoughts and beliefs.</p> <p><b>From School to Life Learning Outcomes include:</b>  Recognise that everyone has different ideas about who they want to be in the future.  Learn that positive role models can help them reach their goals.  Learn that negative role models can distract and hinder goals.  Learn that everyone faces obstacles and difficulties.  Learn that there are decisions and choices to be made.  Learn that thinking ahead about obstacles can help with planning for the future.  Learn that the far future is linked to the present by the near choices we make.  Learn that becoming the adult you want to be in the future, involves making choices now.  Learn that what we do now influences the choices we make.  Learn that a strategy is something that includes specific actions.  Learn that taking action now makes the far future feel closer and is the difference between dreaming of who I want to be in the future and making the dream possible.  Learn how to plan ways to overcome difficulties and cope with problems at school.  Think about who may be able to help them with difficulties- teachers and other adults.</p> <p><b>Sex Ed Sorted Learning Outcomes include:</b>  Recognise how homophobia, biophobia and transphobia operates in society and the impact it has on everyday life for Lesbian, Gay, Bisexual and Transgender (LGBT) people.  Consider how we influence other people's actions and how they influence ours.  Recognise how discussion and communication can help us understand what other people want and why.  Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.  Know the basic terms relating to sexual orientation and gender identity.  Understand the difference between sex, sexual orientation and gender identity.  Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p> <p><b><i>How is this covered in Healthy Minds at The Leigh Academy?</i></b></p> <p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>  Understand the difference between optimistic and pessimistic thinking.  Understand that emotions can be helpful and unhelpful and we can learn to regulate them.  Explore the brain and the role of emotions.  The role of emotions as a source of energy and harnessing emotions can be achieved through physical activity.</p>	<p>8</p> <p>9</p> <p>7</p>
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	<b>.breathe learning outcomes include:</b>	
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	<p>Be encouraged towards key attitudes to attention-training: kindness, patience, repetition.          Understand that we can choose what to do with our attention. Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects.          Identify and draw their “stress signature” - where in the body do they feel stress?          Learn to work with stress in a slightly different way          Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects.          Identify and draw their “stress signature” - where in the body do they feel stress?          Learn to work with stress in a slightly different way          Humans are social beings, and our brains are designed to help us identify the emotions and experiences of others as well as our own. These signals can sometimes be difficult to read, and made all the more powerful through the combination of thoughts, feelings, actions and body sensations Learning to ‘breathe’ can give us the space and time to see more clearly and respond more skillfully in such situations.</p> <p><b>Mental Illness Investigated Learning Outcomes include:</b>          Draw parallels between mental and physical health.          Understand that mental health is a spectrum and can illustrate this with examples.          Explain the brain’s role in keeping us mentally healthy.          Understand that physical health underlies mental health and can describe small changes we can make to promote our wellbeing. Describe the ‘five ways to wellbeing’ and outline simple changes they could try to make to promote their own wellbeing.</p>	<p>7</p> <p>10</p>
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<p>The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</p> <p>The science relating to blood, organ and stem cell donation</p>	<p><b>Social Media Investigated Learning Outcomes include:</b>  Compare the marketing of a product with its actual nutritional value.  Learn to examine which foods are targeted to specific groups of people.  Understand the connection between access to healthy foods and the future of one’s health.  Identify structural issues that hinder accessing healthy food.  Identify healthier options for them and their families.  Learn how to contrast the ideas about a product with real facts about how the product can impact one’s health.</p> <p><b>Mental Illness Investigated Learning Outcomes include:</b>  Understand that physical health underlies mental health and can describe small changes we can make to promote our wellbeing. Describe the ‘five ways to wellbeing’ and outline simple changes they could try to make to promote their own wellbeing.  Cancer and cardio-vascular ill-health are covered in the KS3 Science Curriculum</p> <p>Organ donation, the role of the blood and stem cell donation are covered within the KS3 Science curriculum.</p>	<p>8</p> <p>8</p>
	<p><b><i>How is this covered in Healthy Minds at The Leigh Academy?</i></b></p>	
<p>How to maintain healthy eating and the links between a poor diet and</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Human Connection, Self Awareness and Compassion, Hope and Optimism Social Media Influences Investigated Learning Outcomes include:</b></p>	
<p>health risks, including tooth decay and cancer</p>	<p>Understand the connection between access to healthy foods and the future of one’s health.  Identify structural issues that hinder accessing healthy food.  Identify healthier options for them and their families.  Learn how to contrast the ideas about a product with real facts about how the product can impact one’s health.  Learn to differentiate between persuasion and manipulation.</p> <p>Tooth decay and cancer are covered in the KS3 Science Curriculum</p>	<p>8</p>
	<p><b><i>How is this covered in Healthy Minds at The Leigh Academy?</i></b></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><b>Resilience Competencies: Flexible and Realistic Thinking, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Unplugged Learning Outcomes Include:</b>  Learn that belonging to a group is necessary for personal growth.  Learn that there are spontaneous and structured groups with explicit and implicit dynamics.  Identify how much behaviour is modified by a group.  Learn how it feels to be excluded from a group and reflect on this encounter.  Learn that there are different factors that influence people to take drugs (effects/ expectations on the effects of the drugs, environment/ social and personal/physiological factors.)  Understand how to look critically at the information.  Understand how to look critically at social perception.  Achieve a realistic picture of peer drug use.  Learn that short-term benefits are often considered more important than long-term health effects.  Learn the effects and risks of drugs use.  Identify healthy coping strategies.  Reflect on strong and not so strong personal attributes.  Learn that negative feelings are not wrong or dangerous.  Cope with weaknesses and limitations in a constructive way.  Learn a model to solve personal problems.  Learn creative thinking.  Learn to stop, calm down and think when they have a problem, instead of reacting impulsively.  Distinguish between long term and short term positive and negative consequences of different actions/ solutions.  Practise splitting long-term goals into short-term objectives.  Reflect on the opportunity and apply what they learned in an individual context.  Evaluate strengths and weaknesses in the process of this programme</p>	<p>8</p>
<p>The law relating to the supply and possession of illegal substances</p>	<p><b>Unplugged Learning Outcomes Include:</b>  Reflect on their own knowledge about drugs.  Learn the effects and risks of drug use.  Learn the effects and risks of drug use.  Learn how to access information on different kinds of drugs.  Identify healthy coping strategies.  Reflect on strong and not so strong personal attributes.</p>	<p>8</p>

	<p>Learn that negative feelings are not wrong or dangerous. Cope with weaknesses and limitations in a constructive way. Learn a model to solve personal problems. Learn creative thinking. Learn to stop, calm down and think when they have a problem, instead of reacting impulsively. Distinguish between long term and short term positive and negative consequences of different actions/ solutions. Practise splitting long-term goals into short-term objectives. Reflect on the opportunity and apply what they learned in an individual context. Evaluate strengths and weaknesses in the process of this programme.</p>	
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<p>The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</p>	<p><b>School Health Alcohol Harm Reduction Programme (SHAHRP) Learning Outcomes Include:</b>  Learn how to dispel myths about alcohol.  Learn “units” and effects of alcohol.  Examine reasons why people might use alcohol.  Examine factors that would put people off drinking alcohol.  Realise that there is a direct link between harmful outcomes and consumption levels.  Realise that moderate drinking has fewer negative outcomes than heavy drinking.  Learn some physical health issues especially the notion of Blood Alcohol Concentration (BAC)  Learn ways to reduce alcohol-related harm in society.  Examine alcohol and the body in greater detail Look at issues that may arise on a Night Out  Examine pressures that may be brought to bear on young people in a drinking context  Examine some scenarios which may be a reality for young people with regards to underage drinking  Consider behaviours that would be more (or less) safe on a night out.  Establish a final hierarchy of risky alcohol- related behavior, thus discouraging more unhealthy behaviours.  Examine some scenarios which may be a reality for young people with regards to underage drinking</p>	<p>9</p>
<p>The physical and psychological consequences of addiction, including alcohol dependency</p>	<p><b>School Health Alcohol Harm Reduction Programme (SHAHRP) Learning Outcomes Include:</b>  Learn how to dispel myths about alcohol.  Learn “units” and effects of alcohol.  Examine reasons why people might use alcohol.  Examine factors that would put people off drinking alcohol.  Realise that there is a direct link between harmful outcomes and consumption levels.  Realise that moderate drinking has fewer negative outcomes than heavy drinking.  Realise the wide range of alcohol- related harm that exists.  Be able to sense how emergency service personnel are affected by alcohol-related harm.  Learn some physical health issues especially the notion of Blood Alcohol Concentration (BAC)  Learn ways to reduce alcohol-related harm in society.  Learn to focus in depth on media messages about alcohol.  Learn to think about possible issues in their lives.  Review material from previous lessons and explore some issues in greater depth  Examine alcohol and the body in greater detail Look at issues that may arise on a Night Out  Examine pressures that may be brought to bear on young people in a drinking context  Examine some scenarios which may be a reality for young people with regards to underage drinking</p>	<p>9</p>

	<p>Think about keeping themselves safe.  Consider behaviours that would be more (or less) safe on a night out.  Establish a final hierarchy of risky alcohol- related behavior, thus discouraging more unhealthy behaviours.  Examine some scenarios which may be a reality for young people with regards to underage drinking</p>	
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<p>Awareness of the dangers of drugs which are prescribed but still present serious health risks</p>	<p><b>Unplugged Learning Outcomes Include:</b>          Reflect on their own knowledge about drugs.          Learn the effects and risks of drug use.          Learn the effects and risks of drug use.          Learn how to access information on different kinds of drugs.          Identify healthy coping strategies.</p>	<p>8</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><b>Resilience Lesson Learning Outcomes include:</b>          Explore that life is a journey with challenges (big and small) and it is our resilience that helps us overcome these.          Learn about the link between thoughts, feelings and behaviour.          Understand that resilience skills can help us understand why we react the way we do.          Learn to identify common Gremlins of resilience.          Learn to recognise that the Gremlins are not in control.          Understand the difference between optimistic and pessimistic thinking.          Explore the importance of respect for different perspectives.          Know how to use evidence to create more flexible and accurate thinking.          Understand the importance of gratitude.          Understand the concept of ambiguity in decision-making.          Be able to discuss how to approach dilemmas and difficult decisions students may face in the coming years.          Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years.          Be better able to identify the risk and opportunity in the decisions I may face in the coming years.          Understand the power of peer influence on the decision-making process.          Practise the skills to objectively 'weigh up' a situation.          Understand that our beliefs play a part in our decision-making.          Be able to communicate a decision more effectively and negotiate if appropriate.          Understand what to do when faced with difficult decisions and choices.          Be able to explain how to apply resilient thinking skills to decision-making.</p> <p><b>Unplugged Learning Outcomes Include:</b>          Learn that belonging to a group is necessary for personal growth.          Learn that there are different factors that influence people to take drugs (effects/ expectations on the effects of the drugs, environment/ social and personal/physiological factors.)          Understand how to look critically at social perception.          Achieve a realistic picture of peer drug use.          Learn about the effects of smoking.          Learn that expected effects do not reflect real effects.          Learn that short-term benefits are often considered more important than long-term health effects.          Learn why people smoke even though they know about the health damaging effects.</p>	<p>9</p> <p>8</p>

	Experience how to make contact with other people.	
Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	<p align="center"><b>- Physical health, including hygiene and prevention of diseases and the treatment of illnesses are covered within the KS3 &amp; KS4 Science Curriculum</b></p> <p><b>KS3 Science</b>          Explain what a pathogen is and how pathogens are spread (inc how viruses, bacteria, protists and fungi are spread in animals and plants) Explain how pathogenic bacteria and viruses cause damage in the body          Describe defences that stop pathogens entering the human body</p> <p>Diet &amp; nutrition and impact on health - including aspects of oral health</p> <p><b>Healthy Minds - Sex Education - Part 1</b>          Students discuss how self examination can be used to detect various illnesses and prevent long term health issues</p> <p>Recall the role of the immune system - If a pathogen enters the body the immune system tries to destroy the pathogen          Describe how vaccination works, including at the population level          Explain how antibiotics and painkillers are used to treat diseases, including their limitations</p> <p>Contributing factors to non communicable diseases          Prevention of non communicable diseases          Diet and nutrition</p> <p><b><i>How is this covered in Healthy Minds at The Leigh Academy?</i></b></p> <p>Basic First aid is covered with a the ST John Ambulance visiting the academy and delivering mini workshops to the students</p> <p>The ability to remain calm, not catastrophise in an emergency is key, as is the ability to be able to communicate in a clear and assertive manner.</p> <p><b>Resilience Lesson Learning Outcomes include:</b>          Learn how to respond in an emergency.</p>	<b>8/9</b>
Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist		
The benefits of regular self-examination and screening		
		7
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<p>The facts and science relating to immunization and vaccination</p> <p>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</p> <p>Basic treatment for common injuries</p> <p>Life-saving skills, including how to administer CPR</p>	<p>Learn the WoBbLe skill and how to use it to tame the Catastrophising Gremlin.</p> <p>Learn how to calm down when emotions are strong.</p> <p>Learn different communication styles.</p> <p>Practise assertive communication.</p>	
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	<p>Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p>	
<p>The purpose of defibrillators and when one might be needed</p>	<p>This is also covered by the first aid course delivered by the St Johns ambulance</p>	<p>7</p>

<p>Key facts about puberty, the changing adolescent body and menstrual wellbeing</p> <p>The main changes which take place in males and females, and the implications for emotional and physical health</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Sex Ed Sorted Learning Outcomes Include:</b>  Learn to appreciate individual variation in terms of physical and biological development.  Understand and learn to compare sexual reproduction.  Learn that structure and behaviour adapts for effective reproduction.  Recognise that puberty is an important and necessary stage in the human life-cycle, marked by different rituals in different cultures. Learn that physical variation between people is normal; and that media tend to show a limited range of body types.  Learn the structure and function of the human reproductive system.  Learn that everyone’s experience of puberty varies and to identify who to talk to for reassurance.  Learn to identify the role of hormones in fertility – the production of sex cells: sperm and eggs.  Learn the route from production to fertilisation which is followed by the human male and female sex cells.  Learn the functions and the parts of the female and male reproductive systems.  Learn the importance of the menstrual cycle and how it affects fertility and hormone levels.  Learn that hormones affect boys and girls differently for different reasons.  Learn how to explain the menopause and its effects.  Learn which websites are most appropriate for advice and information on sex and relationships.  Able to identify the sequence of conception, pregnancy and birth: sexual intercourse, fertilisation, implantation, embryonic/foetal development; Learn that hormones produce sexual feelings to help ensure conception and effective human reproduction.</p> <p><b>Resilience Competencies: Flexible and Realistic Thinking, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Sex Ed Sorted Learning Outcomes Include:</b>  Learn to appreciate individual variation in terms of physical and biological development.  Understand and learn to compare sexual reproduction.  Learn that structure and behaviour adapts for effective reproduction.  Recognise that puberty is an important and necessary stage in the human life-cycle, marked by different rituals in different cultures. Learn that physical variation between people is normal; and that media tend to show a limited range of body types.  Learn which websites are most appropriate for advice and information on sex and relationships.</p>	<p>8</p> <p>8</p>
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		<p><b>Year Group</b></p>
	<p><i>How is this covered in Healthy Minds at The Leigh Academy?</i></p>	

<p>That there are different types of committed, stable relationships.</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>          Understand what a resilient relationship is.          Learn the beliefs that are inappropriate.          Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p><b>Sex Ed Sorted Learning Outcomes include:</b>          Develop a broad understanding of 'sex'.          Know that sexual feelings are normal and driven by human biology.          Understand the role of hormones in sexual feelings.          Consider how sexual attraction and love are different but related feelings.          Consider how we influence other people's actions and how they influence ours.          Recognise how discussion and communication can help us understand what other people want and why.          Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.          Know the basic terms relating to sexual orientation and gender identity.          Understand the difference between sex, sexual orientation and gender identity.          Recognise how homophobia, biophobia and transphobia operates in society and the impact it has on everyday life for Lesbian, Gay, Bisexual and Transgender (LGBT) people.          Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	<p>8</p>
<p>How these relationships might contribute to human happiness and their importance for bringing up children</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>          Be introduced to the idea of Big Sticky Beliefs (value-based beliefs).          Learn the difference between Gremlin Beliefs and Big Sticky Beliefs (BSBs).          Consider the effect that BSBs can have on relationships.          Recognising BSBs can cause people to react differently to the same Activating Event.          Understand that BSBs can affect how we communicate which affects our relationships.          Discover how communicating assertively builds healthy relationships.          Understand the long-term implications of Big Sticky Beliefs (BSBs) for our future.          Know how to manage our BSBs and therefore control our consequences.          Discuss and agree how we will continue to use resilience skills in our lives.          Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p>	<p>7</p>

	<p><b>Sex Ed Sorted Learning Outcomes Include:</b>          Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	
What marriage is, including its legal status	<p><b>GCSE Ethics Relationships and Families</b>          Knowledge and understanding about the status of marriage - from legal and religious perspectives.</p>	10
Why marriage is an important relationship choice for many couples and why it must be freely entered into	<p><b>GCSE Ethics Relationships and Families</b>          The importance of marriage for religious and non-religious people.          The different approaches to finding a marriage partner.          Sex before and outside of marriage          Divorce and Remarriage</p>	10
The characteristics and legal status of other types of long-term relationships	<p><b>GCSE Ethics Relationships and Families</b>          Knowledge, understanding and different perspectives about same sex marriages          Knowledge, understanding and different perspectives about cohabitation          Knowledge, understanding and different perspectives about the nature of families, including one parent families, same sex families,</p>	10

<p>The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>	<p><b>GCSE Ethics Relationships and Families</b>  The roles and responsibilities of parents including traditional and modern perspectives.  The importance of parenting  Contraception and Family Planning</p> <p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>  Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.  Understand what a resilient relationship is.  Learn the beliefs that are inappropriate.  Knowing when and how to get support when needed.</p> <p><b>Sex Ed Sorted learning Outcomes include:</b>  Be able to identify what is risky about different sexual activities and how risks can be reduced.  Consider how different sexual activities may be more or less enjoyable.  Know where to find local sexual health services and how they can contribute to good sexual health.  Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	<p>10</p> <p>7</p> <p>9</p>
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	<p><b><i>How is this covered in Healthy Minds at The Leigh Academy?</i></b></p>	
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<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>  Understand what a resilient relationship is.  Learn the beliefs that are inappropriate.  Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.  Learn different communication styles (aggressive, passive and assertive).  Learn the beliefs that can get in the way of assertive communication.  Practise assertive communication.  Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p><b>Sex Ed Sorted learning Outcomes include:</b>  Be able to identify what is risky about different sexual activities and how risks can be reduced.  Consider how different sexual activities may be more or less enjoyable.  Know where to find local sexual health services and how they can contribute to good sexual health.  Develop a broad understanding of 'sex'.  Know that sexual feelings are normal and driven by human biology.  Understand the role of hormones in sexual feelings.  Consider how sexual attraction and love are different but related feelings.  Consider how we influence other people's actions and how they influence ours.  Recognise how discussion and communication can help us understand what other people want and why.  Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.  Know the basic terms relating to sexual orientation and gender identity.  Understand the difference between sex, sexual orientation and gender identity.  Recognise how homophobia, biophobia and transphobia operates in society and the impact it has on everyday life for Lesbian, Gay, Bisexual and Transgender (LGBT) people.  Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p> <p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>  Understand what a resilient relationship is.  Learn the beliefs that are inappropriate.  Learn how to identify BSBs using 'what' questions.  Consider the effect that BSBs can have on relationships.  Understand that BSBs can have a significant impact on our feelings and behaviour.  Recognising BSBs can cause people to react differently to the same Activating Event.</p>	<p>8</p> <p>8</p>
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support respectful relationships		
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Learn that our BSBs can help us understand why we act and feel the way we do.  
Practise finding alternative BSBs.  
Recognise the importance of finding evidence for a belief.  
Understand how to modify or challenge unhelpful BSBs.  
Understand that BSBs can affect how we communicate which affects our relationships.  
Learn different communication styles (aggressive, passive and assertive).  
Learn the beliefs that can get in the way of assertive communication.  
Practise assertive communication.  
Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.  
Discover how communicating assertively builds healthy relationships.  
Gain strategies to deal with unhelpful BSBs.  
Understand the long-term implications of Big Sticky Beliefs (BSBs) for our future.  
Know how to manage our BSBs and therefore control our consequences.  
Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.

**From School to Life Learning Outcomes include:**

Recognise that everyone has different ideas about who they want to be in the future.  
Learn that positive role models can help them reach their goals.  
Learn that negative role models can distract and hinder goals.  
Learn that everyone faces obstacles and difficulties.  
Learn that there are decisions and choices to be made.  
Learn that thinking ahead about obstacles can help with planning for the future.  
Learn that the far future is linked to the present by the near choices we make.  
Learn that becoming the adult you want to be in the future, involves making choices now.  
Learn that what we do now influences the choices we make.  
Learn that a strategy is something that includes specific actions.  
Learn that taking action now makes the far future feel closer and is the difference between dreaming of who I want to be in the future and making the dream possible.  
Learn how to plan ways to overcome difficulties and cope with problems at school.  
Think about who may be able to help them with difficulties- teachers and other adults.

**Sex Ed Sorted learning Outcomes include:**

Learn that hormones affect boys and girls differently for different reasons.  
Learn how to explain the menopause and its effects.  
Learn which websites are most appropriate for advice and information on sex and relationships.  
Able to identify the sequence of conception, pregnancy and birth: sexual intercourse, fertilisation, implantation, embryonic/foetal development; Learn that hormones produce sexual feelings to help ensure conception and effective human reproduction.  
Learn that sexual feelings cannot always be fulfilled through sexual contact with other people – alternatives include masturbation and this is normal. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).



<p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b></p> <p>Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years. Be better able to identify the risk and opportunity in the decisions I may face in the coming years. Understand the power of peer influence on the decision-making process. Practise the skills to objectively ‘weigh up’ a situation. Understand that our beliefs play a part in our decision-making. Be able to communicate a decision more effectively and negotiate if appropriate. Understand what to do when faced with difficult decisions and choices. Be able to explain how to apply resilient thinking skills to decision-making. Reinforce the impact our decisions have. Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p><b>Social Media Investigated Learning Outcomes include:</b></p> <p>Discuss stereotypes applied to females and males in UK society. Identify the gender constructs in various media examples. Able to examine how ideas about gender affect their own lives. Learn the subtext and untold stories behind media messages regarding sex and sexuality. Identify target marketing tactics to various age groups. Learn to understand the intersection of gender, age, and body size. Learn about body shaming messages and how to counter these negative messages by being body positive.</p> <p><b>Sex Ed Sorted learning Outcomes include:</b></p> <p>Learn that hormones affect boys and girls differently for different reasons. Learn how to explain the menopause and its effects. Learn which websites are most appropriate for advice and information on sex and relationships. Learn that sexual feelings cannot always be fulfilled through sexual contact with other people – alternatives include masturbation and this is normal. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people). Recognise how discussion and communication can help us understand what other people want and why. Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations. Know the basic terms relating to sexual orientation and gender identity. Understand the difference between sex, sexual orientation and gender identity. Recognise how homophobia, biophobia and transphobia operates in society and the impact it has on everyday life for Lesbian, Gay, Bisexual and Transgender (LGBT) people. Know that emergency contraception can be used after sex but is less effective the later it is taken. Know at what point pregnancy can be detected and why early detection is important for pregnancy choices and good</p>	<p>8</p> <p>8</p>
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	health. Know where to find local sexual health services and how they can contribute to good sexual health. Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.	
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<p>That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs,</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b></p> <p>Explore the importance of respect for different perspectives.          Know how to use evidence to create more flexible and accurate thinking.          Learn about the link between thoughts, feelings and behaviour.          Understand that resilience skills can help us understand why we react the way we do.          Learn to identify common Gremlins of resilience.          Learn to recognise that the Gremlins are not in control.          Understand the difference between optimistic and pessimistic thinking.          Explore the importance of respect for different perspectives.          Know how to use evidence to create more flexible and accurate thinking.          Learn different communication styles (aggressive, passive and assertive).          Learn the beliefs that can get in the way of assertive communication.          Practise assertive communication.          Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.          Learn that we all have habits of thinking that can be hard to change.          Notice our brains are wired to notice what we want to see.          Use the resilience skills to deal with everyday situations that occur.          Learn what empathy means.          Know how to stand in the shoes of others and show empathy.          Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.          Understand what a resilient relationship is.          Learn the beliefs that are inappropriate.          Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years.          Be better able to identify the risk and opportunity in the decisions I may face in the coming years.          Understand the power of peer influence on the decision-making process.</p> <p><b>Unplugged Learning Outcomes Include:</b></p> <p>Learn how to distinguish between verbal and non-verbal communication.          Learn how to experience communication that is more than talking.          Identify circumstances when they are assertive.          Provide and gather examples of assertive expressions.          Learn how to stand up for their rights.          Develop a respect for the rights and opinions of other people.          Experience how to make contact with other people.          Recognise and appreciate the positive qualities of other people (positive feedback).          Learn to accept positive feedback.          Practise non-verbal and verbal ways to present oneself to others and reflecting upon the way this is done.</p>	<p>8</p>
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	Learn to stop, calm down and think when they have a problem, instead of reacting impulsively.	
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	<p>Distinguish between long term and short term positive and negative consequences of different actions/ solutions. Practise splitting long-term goals into short-term objectives. Reflect on the opportunity and apply what they learned in an individual context.</p> <p><b>Sex Ed Sorted Learning Outcomes Include:</b> Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	
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<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>  Learn the beliefs that are inappropriate.  Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years.  Be better able to identify the risk and opportunity in the decisions I may face in the coming years.  Understand the power of peer influence on the decision-making process.  Knowing how and where to get support when needed.  Learn the beliefs that can get in the way of assertive communication.  Learn different communication styles (aggressive, passive and assertive).  Practise assertive communication.  Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p><b>From School to Life Learning Outcomes include:</b>  Recognise that everyone has different ideas about who they want to be in the future.  Learn that positive role models can help them reach their goals.  Learn that negative role models can distract and hinder goals.  Learn that everyone faces obstacles and difficulties.  Learn that there are decisions and choices to be made.</p> <p><b>Social Media Investigated Learning Outcomes include:</b>  Learn to define and understand what it means to set a boundary in their life.  Learn to identify the advantages and disadvantages of social media.  Understand the impact of their present social media activity on future goals and aspirations.  Learn how to create their own guidelines for using social media in a positive way.  Learn and discuss how media can be used to build community, find support, and decrease isolation in their lives.  Learn how to describe their identity and how they want to be thought of by others online.  Learn to express how social media forms part of their identity now and in the future.  Learn how to identify that others have different ideas and identities and use social media in different ways.  Can explain how their online identity will influence their future.  Are able to identify at least three techniques of media persuasion and the risks such as gambling, debt.  Learn to differentiate between persuasion and manipulation.  Discuss stereotypes applied to females and males in UK society.  Able to examine how ideas about gender affect their own lives.</p>	<p>7/8/9 and 10</p> <p>8</p> <p>7</p>
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	<p>Learn the subtext and untold stories behind media messages regarding sex and sexuality.</p> <p><b>Sex Ed Sorted Learning Outcomes Include:</b>          Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p>	9
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That some types of behaviour within relationships are criminal, including violent behaviour and coercive control

**Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism 8**

**Resilience Lesson Learning Outcomes include:**

Understand what a resilient relationship is.

Learn the beliefs that are inappropriate.

Learn different communication styles (aggressive, passive and assertive).

Learn the beliefs that can get in the way of assertive communication.

Practise assertive communication.

Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.

**Sex Ed Sorted learning Outcomes include:**

Learn that hormones affect boys and girls differently for different reasons.

Learn how to explain the menopause and its effects.

Learn which websites are most appropriate for advice and information on sex and relationships.

Learn that sexual feelings cannot always be fulfilled through sexual contact with other people – alternatives include masturbation and this is normal. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people). Recognise how discussion and communication can help us understand what other people want and why.

Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.

Know the basic terms relating to sexual orientation and gender identity.

Understand the difference between sex, sexual orientation and gender identity.

Recognise how homophobia, biophobia and transphobia operates in society and the impact it has on everyday life for Lesbian, Gay, Bisexual and Transgender (LGBT) people.

Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.

<p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>          Understand what a resilient relationship is.          Learn the beliefs that are inappropriate.          Learn different communication styles (aggressive, passive and assertive).          Learn the beliefs that can get in the way of assertive communication.          Practise assertive communication.          Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p><b>Sex Ed Sorted Learning Outcomes Include:</b>          Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.          Learn that sexual feelings cannot always be fulfilled through sexual contact with other people – alternatives include masturbation and this is normal. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).          Recognise how discussion and communication can help us understand what other people want and why.          Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p>	<p>9</p> <p>9</p>
<p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p> <p>Their rights, responsibilities and opportunities online, including</p>	<p>Not explicitly covered</p> <p><b>Sex Ed Sorted Learning Outcomes Include:</b>          Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.</p> <p><b><i>How this is covered in Healthy Minds at The Leigh Academy</i></b></p> <p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>          Understand what a resilient relationship is.          Learn the beliefs that are inappropriate.          Learn different communication styles (aggressive, passive and assertive).          Learn the beliefs that can get in the way of assertive communication.          Practise assertive communication.</p>	<p>9</p> <p>8</p>

<p>that the same expectations of behaviour apply in all</p>	<p>Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p>	
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<p>contexts, including online</p>	<p><b>Social Media Investigated Learning Outcomes include:</b>  Learn to define media literacy.  Learn how to explain media literacy concepts.  Learn to identify text and subtext in media examples.  Learn how to recognise characteristics of social media vs. traditional media.  Learn how to define and recognise characteristics of reality television.  Learn how to identify the differences between reality and fantasy in various types of media and see the untold stories when watching reality television. Learn to define and understand what it means to set a boundary in their life.  Learn to identify the advantages and disadvantages of social media.  Understand the impact of their present social media activity on future goals and aspirations.  Learn how to create their own guidelines for using social media in a positive way.  Learn and discuss how media can be used to build community, find support, and decrease isolation in their lives.  Learn how to describe their identity and how they want to be thought of by others online.  Learn to express how social media forms part of their identity now and in the future.  Learn how to identify that others have different ideas and identities and use social media in different ways.  Can explain how their online identity will influence their future.</p> <p><b>Sex Ed Sorted Learning Outcomes Include:</b>  Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.  Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people). Recognise how discussion and communication can help us understand what other people want and why.  Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p>	<p>7</p> <p>9</p>
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<p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>          Understand what a resilient relationship is.          Learn the beliefs that are inappropriate.</p> <p><b>Social Media Investigated Learning Outcomes include:</b>          Learn to define media literacy.          Learn how to explain media literacy concepts.          Learn to identify text and subtext in media examples.          Learn how to recognise characteristics of social media vs. traditional media.          Learn how to define and recognise characteristics of reality television.          Learn how to identify the differences between reality and fantasy in various types of media and see the untold stories when watching reality television.          Learn to define and understand what it means to set a boundary in their life.          Learn to identify the advantages and disadvantages of social media.          Understand the impact of their present social media activity on future goals and aspirations.</p>	<p>8</p> <p>7</p>
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	<p>Learn how to create their own guidelines for using social media in a positive way.          Learn and discuss how media can be used to build community, find support, and decrease isolation in their lives.          Learn how to describe their identity and how they want to be thought of by others online.          Learn to express how social media forms part of their identity now and in the future.          Learn how to identify that others have different ideas and identities and use social media in different ways.          Can explain how their online identity will influence their future.</p>	
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<p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>          Understand what a resilient relationship is.          Learn the beliefs that are inappropriate.          Learn different communication styles (aggressive, passive and assertive).          Learn the beliefs that can get in the way of assertive communication.          Practise assertive communication.          Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p><b>Social Media Investigated Learning Outcomes include:</b>          Learn how to recognise characteristics of social media vs. traditional media.          Learn how to identify the differences between reality and fantasy in various types of media and see the untold stories when watching reality television. Learn to define and understand what it means to set a boundary in their life.          Learn to identify the advantages and disadvantages of social media.          Understand the impact of their present social media activity on future goals and aspirations.          Learn how to create their own guidelines for using social media in a positive way.          Learn and discuss how media can be used to build community, find support, and decrease isolation in their lives.          Learn how to describe their identity and how they want to be thought of by others online.          Learn to express how social media forms part of their identity now and in the future.          Learn how to identify that others have different ideas and identities and use social media in different ways.          Can explain how their online identity will influence their future.</p>	<p>8</p>
<p>What to do and where to get support to report material or manage issues online</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>          Learn different communication styles (aggressive, passive and assertive).          Learn the beliefs that can get in the way of assertive communication.          Practise assertive communication.          Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p><b>Social Media Investigated Learning Outcomes include:</b>          Learn to identify the advantages and disadvantages of social media.          Learn to define and understand what it means to set a boundary in their life.</p>	<p>8</p> <p>7</p>

	<p>Understand the impact of their present social media activity on future goals and aspirations. Learn how to create their own guidelines for using social media in a positive way.</p> <p><b>From School to Life Learning Outcomes Include:</b> Learn how to plan ways to overcome difficulties and cope with problems at school. Think about who may be able to help them with difficulties- teachers and other adults.</p> <p><b>Sex Ed Sorted Learning Outcomes Include:</b> Appreciate the harm caused by prejudice and how to play a part in stopping prejudice. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people). Recognise how discussion and communication can help us understand what other people want and why. Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p>	<p>8</p> <p>9</p>
<p>The impact of viewing harmful content</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b> Understand what a resilient relationship is. Learn the beliefs that are inappropriate.</p> <p><b>Social Media Investigated Learning Outcomes include:</b> Learn to identify the advantages and disadvantages of social media. Learn to define and understand what it means to set a boundary in their life. Learn how to describe their identity and how they want to be thought of by others online. Learn to express how social media forms part of their identity now and in the future.</p> <p><b>Sex Ed Sorted Learning Outcomes Include:</b> Appreciate the harm caused by prejudice and how to play a part in stopping prejudice. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p>	<p>9</p>

<p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>          Understand what a resilient relationship is.          Learn the beliefs that are inappropriate.          Learn what empathy means.          Know how to stand in the shoes of others and show empathy.          Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p><b>Social Media Investigated Learning Outcomes include:</b>          Learn to differentiate between persuasion and manipulation.          Discuss stereotypes applied to females and males in UK society.          Identify the gender constructs in various media examples.</p>	<p>9</p>
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<p>they behave towards sexual partner</p>	<p>Able to examine how ideas about gender affect their own lives.          Learn the subtext and untold stories behind media messages regarding sex and sexuality.</p> <p><b>Sex Ed Sorted Learning Outcomes Include:</b>          Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.          Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p>	
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<p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p>	<p><b>Sex Ed Sorted Learning Outcomes Include:</b>          Understand the consequences of sharing any indecent images          The risks associated with sexting and sending images          The laws surrounding the sharing of explicit photos under the age of 18          The laws surrounding sexual harrassment and sexual violence</p>	<p>9</p>
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<p>How information and data is generated, collected, shared and used online</p>	<p><b>Media Navigator</b>  The issues surrounding the media and the influence on society  How data and information is stored via 'cookies online  How is data and personal information shared by businesses and across social media platforms.</p>	<p>8</p>
<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p>	<p><b><i>How is this covered in Healthy Minds at The Leigh Academy?</i></b></p> <p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>  Understand what a resilient relationship is.  Learn the beliefs that are inappropriate.  Learn what empathy means.  Know how to stand in the shoes of others and show empathy.  Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p><b>Sex Ed Sorted Learning Outcomes Include:</b>  Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.  Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people). Recognise how discussion and communication can help us understand what other people want and why.  Identify a range of motivations for sexual intimacy and consider the impact if people have different motivation</p>	<p>9</p> <p>9</p>
<p>How people can actively communicate and recognise consent</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>  Understand what a resilient relationship is.</p>	<p>9</p>



<p>from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>	<p>Learn different communication styles (aggressive, passive and assertive).  Learn the beliefs that can get in the way of assertive communication.  Practise assertive communication.  Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.  Learn the beliefs that are inappropriate.  Learn what empathy means.  Know how to stand in the shoes of others and show empathy.  Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p><b>Sex Ed Sorted Learning Outcomes Include:</b>  Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.  Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people). Recognise how discussion and communication can help us understand what other people want and why.  Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.  Develop a broad understanding of 'sex'.  Know that sexual feelings are normal and driven by human biology.  Understand the role of hormones in sexual feelings.  Consider how sexual attraction and love are different but related feelings.  Consider how we influence other people's actions and how they influence ours.  Recognise how discussion and communication can help us understand what other people want and why.  Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p> <p>How this is covered in Healthy Minds at The Leigh Academy</p>	<p>9</p>
<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>  Understand what a resilient relationship is.  Learn different communication styles (aggressive, passive and assertive).  Learn the beliefs that can get in the way of assertive communication.  Practise assertive communication.  Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.  Learn the beliefs that are inappropriate.  Learn what empathy means.  Know how to stand in the shoes of others and show empathy.  Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p>	<p>9</p>

<p>mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p>		
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	<p><b>Sex Ed Sorted Learning Outcomes Include:</b>          Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.          Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people). Recognise how discussion and communication can help us understand what other people want and why.          Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.          Develop a broad understanding of 'sex'.          Know that sexual feelings are normal and driven by human biology.          Understand the role of hormones in sexual feelings.          Consider how sexual attraction and love are different but related feelings.          Consider how we influence other people's actions and how they influence ours.          Recognise how discussion and communication can help us understand what other people want and why.          Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p>	
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<p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>  Understand what a resilient relationship is.  Learn the beliefs that are inappropriate.  Learn what empathy means.  Know how to stand in the shoes of others and show empathy.</p> <p><b>Social Media Investigated Learning Outcomes include:</b>  Learn about body shaming messages and how to counter these negative messages by being body positive.  Learn to differentiate between persuasion and manipulation.</p> <p><b>Sex Ed Sorted Learning Outcomes Include:</b>  Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.  Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people). Recognise how discussion and communication can help us understand what other people want and why.  Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.  Develop a broad understanding of 'sex'.  Know that sexual feelings are normal and driven by human biology.  Understand the role of hormones in sexual feelings.  Consider how sexual attraction and love are different but related feelings.  Consider how we influence other people's actions and how they influence ours.  Recognise how discussion and communication can help us understand what other people want and why.  Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.  Know the basic terms relating to sexual orientation and gender identity.  Understand the difference between sex, sexual orientation and gender identity.  Recognise how homophobia, biophobia and transphobia operates in society and the impact it has on everyday life for Lesbian, Gay, Bisexual and Transgender (LGBT) people.</p>	<p>9</p>
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	<p>Be able to describe the journey of the sperm and egg from the gonads (testes and ovaries) to the implantation of the fertilised egg in the uterus. Be able to understand how contraception prevents conception.</p> <p>Be able to identify advantages and disadvantages of types of contraception relating to both effectiveness and practicalities of use. Know that emergency contraception can be used after sex but is less effective the later it is taken.</p>	
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<p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p>	<p><b>Sex Ed Sorted Learning Outcomes Include:</b>  Learn to appreciate individual variation in terms of physical and biological development.  Understand and learn to compare sexual reproduction.  Learn that structure and behaviour adapts for effective reproduction.  Recognise that puberty is an important and necessary stage in the human life-cycle, marked by different rituals in different cultures. Learn that physical variation between people is normal; and that media tend to show a limited range of body types.  Learn the structure and function of the human reproductive system.  Learn that everyone’s experience of puberty varies and to identify who to talk to for reassurance.  Learn to identify the role of hormones in fertility – the production of sex cells: sperm and eggs.  Learn the route from production to fertilisation which is followed by the human male and female sex cells.  Learn the functions and the parts of the female and male reproductive systems.  Learn the importance of the menstrual cycle and how it affects fertility and hormone levels.  Learn that hormones affect boys and girls differently for different reasons.  Learn how to explain the menopause and its effects.  Learn which websites are most appropriate for advice and information on sex and relationships.  Able to identify the sequence of conception, pregnancy and birth: sexual intercourse, fertilisation, implantation, embryonic/foetal development; Learn that hormones produce sexual feelings to help ensure conception and effective human reproduction.  Learn that sexual feelings cannot always be fulfilled through sexual contact with other people – alternatives include masturbation and this is normal. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p>	<p>8</p>
<p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>  Understand the concept of ambiguity in decision-making.  Be able to discuss how to approach dilemmas and difficult decisions students may face in the coming years.  Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years.  Be better able to identify the risk and opportunity in the decisions I may face in the coming years.  Understand the power of peer influence on the decision-making process.  Practise the skills to objectively ‘weigh up’ a situation.  Understand that our beliefs play a part in our decision-making.  Be able to communicate a decision more effectively and negotiate if appropriate.  Understand what to do when faced with difficult decisions and choices.  Be able to explain how to apply resilient thinking skills to decision-making.  Reinforce the impact our decisions have.  Understand that emotions can be helpful and unhelpful and we can learn to regulate them.  Recognise that we all have resilience and it can be developed.  Explore the brain and the role of emotions.  Learn about the link between thoughts, feelings and behaviour.</p>	<p>9</p>

	<p>Learn to identify common Gremlins of resilience.  Learn to recognise that the Gremlins are not in control.  Understand the difference between optimistic and pessimistic thinking.  Explore the importance of respect for different perspectives.  Know how to use evidence to create more flexible and accurate thinking.  Consider how resilience skills can help me express myself and how it helps me understand others.  Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.  Learn that we all have habits of thinking that can be hard to change.  Notice our brains are wired to notice what we want to see.  Use the resilience skills to deal with everyday situations that occur.  Learn what empathy means.  Know how to stand in the shoes of others and show empathy.</p> <p><b>From School to Life Learning Outcomes include:</b>  Learn that positive role models can help them reach their goals.  Learn that negative role models can distract and hinder goals.  Learn that everyone faces obstacles and difficulties.  Learn that there are decisions and choices to be made.  Learn that thinking ahead about obstacles can help with planning for the future.  Learn that the far future is linked to the present by the near choices we make.  Learn that becoming the adult you want to be in the future, involves making choices now.  Learn that what we do now influences the choices we make.</p> <p><b>Sex Ed Sorted Learning Outcomes Include:</b>  Learn to appreciate individual variation in terms of physical and biological development.  Learn that hormones affect boys and girls differently for different reasons.  Learn how to explain the menopause and its effects.  Learn which websites are most appropriate for advice and information on sex and relationships.  Learn that sexual feelings cannot always be fulfilled through sexual contact with other people – alternatives include masturbation and this is normal. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).  Develop a broad understanding of 'sex'.  Know that sexual feelings are normal and driven by human biology.  Understand the role of hormones in sexual feelings.  Consider how sexual attraction and love are different but related feelings.  Consider how we influence other people's actions and how they influence ours.  Recognise how discussion and communication can help us understand what other people want and why.  Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p> <p><b>Unplugged Learning Outcomes Include:</b></p>	<p>8</p> <p>8</p> <p>8</p>
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	<p>Learn that belonging to a group is necessary for personal growth.  Learn that there are spontaneous and structured groups with explicit and implicit dynamics.</p>	
	<p>Identify how much behaviour is modified by a group.  Learn how it feels to be excluded from a group and reflect on this encounter.  Understand how to look critically at information.  Understand how to look critically at social perception.  Learn how to communicate effectively.  Learn how to distinguish between verbal and non-verbal communication.  Learn how to experience communication that is more than talking.  Identify circumstances when they are assertive.  Provide and gather examples of assertive expressions.  Learn how to stand up for their rights.  Develop a respect for the rights and opinions of other people.</p>	
<p>That they have a choice to delay sex or to enjoy intimacy without sex</p>	<p><b>Sex Ed Sorted Learning Outcomes Include:</b>  Learn to appreciate individual variation in terms of physical and biological development.  Learn that hormones affect boys and girls differently for different reasons.  Learn how to explain the menopause and its effects.  Learn which websites are most appropriate for advice and information on sex and relationships.  Learn that sexual feelings cannot always be fulfilled through sexual contact with other people – alternatives include masturbation and this is normal. Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).  Develop a broad understanding of 'sex'.  Know that sexual feelings are normal and driven by human biology.  Understand the role of hormones in sexual feelings.  Consider how sexual attraction and love are different but related feelings.  Consider how we influence other people's actions and how they influence ours.  Recognise how discussion and communication can help us understand what other people want and why.  Identify a range of motivations for sexual intimacy and consider the impact if people have different motivations.</p>	<p>9</p>
<p>The facts about the full range of contraceptive choices, efficacy and options</p>	<p><b>Sex Ed Sorted Learning Outcomes Include:</b>  Be able to describe the journey of the sperm and egg from the gonads (testes and ovaries) to the implantation of the fertilised egg in the uterus. Be able to understand how contraception prevents conception.  Be able to identify advantages and disadvantages of types of contraception relating to both effectiveness and practicalities of use. Know at what point pregnancy can be detected and why early detection is important for pregnancy choices and good health. Be able to use a condom correctly.</p>	<p>9</p>

available	Know that emergency contraception can be used after sex but is less effective the later it is taken.	
The facts around pregnancy including miscarriage	<p><b>Sex Ed Sorted Learning Outcomes Include:</b></p> <p>Be able to describe the journey of the sperm and egg from the gonads (testes and ovaries) to the implantation of the fertilised egg in the uterus. Be able to understand how contraception prevents conception.</p> <p>Be able to identify advantages and disadvantages of types of contraception relating to both effectiveness and practicalities of use. Know that emergency contraception can be used after sex but is less effective the later it is taken.</p> <p>Know at what point pregnancy can be detected and why early detection is important for pregnancy choices and good health. Be able to use a condom correctly.</p>	9

	<p>Learn the structure and function of the human reproductive system.</p> <p>Learn that everyone's experience of puberty varies and to identify who to talk to for reassurance.</p> <p>Learn to identify the role of hormones in fertility – the production of sex cells: sperm and eggs.</p> <p>Learn the route from production to fertilisation which is followed by the human male and female sex cells.</p> <p>Learn the functions and the parts of the female and male reproductive systems.</p> <p>Learn the importance of the menstrual cycle and how it affects fertility and hormone levels.</p> <p>Learn that hormones affect boys and girls differently for different reasons.</p> <p>Learn how to explain the menopause and its effects.</p> <p>Learn which websites are most appropriate for advice and information on sex and relationships.</p> <p>Able to identify the sequence of conception, pregnancy and birth: sexual intercourse, fertilisation, implantation, embryonic/foetal development; Learn that hormones produce sexual feelings to help ensure conception and effective human reproduction.</p> <p>Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p>	
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<p>That there are choices in relation to pregnancy</p>	<p><b>Sex Ed Sorted Learning Outcomes Include:</b>          Be able to describe the journey of the sperm and egg from the gonads (testes and ovaries) to the implantation of the fertilised egg in the uterus. Be able to understand how contraception prevents conception.          Be able to identify advantages and disadvantages of types of contraception relating to both effectiveness and practicalities of use. Know that emergency contraception can be used after sex but is less effective the later it is taken.          Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people). Know at what point pregnancy can be detected and why early detection is important for pregnancy choices and good health. Be able to use a condom correctly.</p>	<p>9</p>
<p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p>	<p><b>Sex Ed Sorted Learning Outcomes Include:</b>          Be able to understand how contraception prevents conception.          Be able to identify advantages and disadvantages of types of contraception relating to both effectiveness and practicalities of use. Know that emergency contraception can be used after sex but is less effective the later it is taken.          Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people). Know at what point pregnancy can be detected and why early detection is important for pregnancy choices and good health. Be able to use a condom correctly.          Understand how different types of sexually transmitted Infections can move from one person to another and how transmission can be prevented. Be able to identify risks of STI transmission in relation to different sexual activities.          Know that it is not possible to guess someone has an STI.          Know that there is treatment available for STIs but not all can be cured.          Consider reasons why people may not share their STI status.          Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.          Understand that there are physical and emotional dimensions of good sexual health.          Be able to identify what is risky about different sexual activities and how risks can be reduced.          Consider how different sexual activities may be more or less enjoyable.          Know where to find local sexual health services and how they can contribute to good sexual health.</p>	<p>9</p>



<p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p>	<p><b>Sex Ed Sorted Learning Outcomes Include:</b>          Understand how different types of sexually transmitted Infections can move from one person to another and how transmission can be prevented. Be able to identify risks of STI transmission in relation to different sexual activities.          Know that it is not possible to guess someone has an STI.          Know that there is treatment available for STIs but not all can be cured.          Consider reasons why people may not share their STI status.          Appreciate the harm caused by prejudice and how to play a part in stopping prejudice.          Understand that there are physical and emotional dimensions of good sexual health.          Be able to identify what is risky about different sexual activities and how risks can be reduced.          Consider how different sexual activities may be more or less enjoyable.          Know where to find local sexual health services and how they can contribute to good sexual health.</p>	<p>9</p>
<p>How the use of alcohol and drugs can lead to risky sexual behaviour</p>	<p><b>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</b></p> <p><b>Resilience Lesson Learning Outcomes include:</b>          Be able to discuss how to approach dilemmas and difficult decisions students may face in the coming years.          Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years.          Be better able to identify the risk and opportunity in the decisions I may face in the coming years.          Understand the power of peer influence on the decision-making process.          Practise the skills to objectively 'weigh up' a situation.          Understand that our beliefs play a part in our decision-making.          Be able to communicate a decision more effectively and negotiate if appropriate.          Understand what to do when faced with difficult decisions and choices.</p> <p><b>Unplugged Learning Outcomes Include:</b>          Learn that there are different factors that influence people to take drugs (effects/ expectations on the effects of the drugs, environment/ social and personal/physiological factors.)          Understand how to look critically at the information.          Understand how to look critically at social perception.          Learn how to distinguish between verbal and non-verbal communication.          Learn how to experience communication that is more than talking.          Identify circumstances when they are assertive.          Provide and gather examples of assertive expressions.          Learn how to stand up for their rights.          Develop a respect for the rights and opinions of other people.          Experience how to make contact with other people.          Recognise and appreciate the positive qualities of other people (positive feedback).          Learn to accept positive feedback.          Practise non-verbal and verbal ways to present oneself to others and reflecting upon the way this is done.</p>	<p>9</p> <p>8</p>

	<p>Learn the effects and risks of drug use. Learn how to access information on different kinds of drugs.</p>	
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<p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>	<p>Identify healthy coping strategies.  Reflect on strong and not so strong personal attributes.  Learn that negative feelings are not wrong or dangerous.  Cope with weaknesses and limitations in a constructive way.  Learn a model to solve personal problems.  Learn to stop, calm down and think when they have a problem, instead of reacting impulsively.  Distinguish between long term and short term positive and negative consequences of different actions/ solutions.  Practise splitting long-term goals into short-term objectives.</p> <p><b>School Health Alcohol Harm Reduction Programme (SHAHRP) Learning Outcomes Include:</b>  Learn how to dispel myths about alcohol.  Learn “units” and effects of alcohol.  Examine reasons why people might use alcohol.  Examine factors that would put people off drinking alcohol.  Realise that there is a direct link between harmful outcomes and consumption levels.  Realise that moderate drinking has fewer negative outcomes than heavy drinking.  Realise the wide range of alcohol- related harm that exists.  Be able to sense how emergency service personnel are affected by alcohol-related harm.  Examine alcohol and the body in greater detail Look at issues that may arise on a Night Out  Examine pressures that may be brought to bear on young people in a drinking context  Examine some scenarios which may be a reality for young people with regards to underage drinking  Think about keeping themselves safe.  Consider behaviours that would be more (or less) safe on a night out.  Establish a final hierarchy of risky alcohol- related behavior, thus discouraging more unhealthy behaviours.  Examine some scenarios which may be a reality for young people with regards to underage drinking</p> <p><b>Resilience Lesson Learning Outcomes include:</b>  Knowing when and how to get support when needed.  Learn different communication styles (aggressive, passive and assertive).  Learn the beliefs that can get in the way of assertive communication.  Practise assertive communication.  Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p><b>Sex Ed Sorted Learning Outcomes Include:</b>  Know where to find local sexual health services and how they can contribute to good sexual health.  Know that there is treatment available for STIs but not all can be cured.  Learn where and when to seek professional help for a problem to do with adolescent health (including reproductive organs or relationships with other people).</p>	<p>9</p> <p>9</p>
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