

## **Programme of Study for Health and Wellness**

### **Rationale**

This programme will be delivered for Year 7 & 8 as an hour a fortnight in the timetable. Years 9 -13 will have drop down days throughout the academic year, where they will look at sessions dedicated to the needs of these particular year groups. All year groups have a dedicated form time a week to address some of these issues also.

This programme is designed to increase the students understanding of the world around them, in terms of self-care, mental health awareness and learning resilience techniques. It looks at the three main areas covered by PSHE curriculums; Health and wellbeing, Relationships, Living in the wider world. As well as Citizenship curriculums looking at the development of the political systems, operation of Parliament, liberties, the nature of rules and law, roles played by citizens and the functions and uses of money.

Both PSHE and Citizenship are separate and distinct subjects on the National Curriculum, each has their own set skills and set of non-statutory and statutory guidelines, allowing schools to adapt the programme to meet the needs of their students.

### **PSHE**

Within the 2014 curriculum review the DfE decided that in making PSHE non-statutory it would allow schools the flexibility to deliver high-quality PSHE which met the needs of their students and school. Meaning that we have a set of guidelines developed by the PSHE Association which we have used as a basis for our lessons and form time activities.

### **Health and Wellbeing**

Focuses on;

1. How to manage transition
2. How to maintain physical, mental and emotional health and wellbeing
3. How to make informed choices about mental health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing;
4. How to make informed choices about mental health and wellbeing matters including sexual health; about parenthood and the consequences of teenage pregnancy
5. How to assess and manage risks to health; and to keep themselves and others safe
6. How to identify and access help, advice and support
7. How to respond in an emergency, including administering first aid
8. The role and influence of the media on lifestyle

## **Relationships**

Focuses on;

1. How to develop and maintain a variety of healthy relationships within a range of social/cultural context and to develop parenting skills
2. How to recognise and manage emotions within a range of relationships
3. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters.
4. The concept of consent in a variety of contexts (including sexual relationships)
5. About managing loss including bereavement, separation and divorce
6. To respect equality and be a productive member of a diverse community
7. How to identify and access appropriate advice and support

## **Living in the Wider World**

Focuses on;

1. Rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. How to make informed choices and be enterprising and ambitious
3. How to develop employability, team working and leadership skills and develop flexibility and resilience
4. About the economic and business environment
5. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers

## **SMSC**

SMSC occurs throughout the POS

**The spiritual development of pupils is shown by their;**

1. Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people faiths, feelings and values
2. Sense of enjoyment and fascination in learning about themselves, others and the world around them
3. Use of imagination and creativity in their learning
4. Willingness to reflect on their experiences

**The moral development of pupils is shown by their;**

1. Ability to recognise the difference between right and wrong and to readily apply their understanding in their own lives, recognise legal boundaries and , in doing so respect the civil and criminal law of England
2. Understanding the consequences of their behaviour and actions
3. Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

**The social development of pupils is shown by their;**

1. Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
2. Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
3. Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute to life in modern Britain.

**The cultural development of pupils is shown by their;**

1. Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others  
Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
2. Knowledge of Britain's demographic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
3. Willingness to participate in and respond positively to art, musical, sporting and cultural opportunities  
Interest in exploring, improving understanding of and showing respect for different faiths, and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic group in the local, national and global communities

**British Values**

**Individual Liberty**

- Enable students to develop their self-knowledge, self-esteem and self confidence

**Rule of Law**

- Enable students to distinguish between right and wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

**Mutual respect and tolerance**

- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- Encourage respect for other people

**Democracy**

- Enable respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

**Citizenship**

Learning and undertaking activities in citizenship contributes to the achievement of all three of the curriculum aims for all young people to become successful learners, confident individuals and responsible citizens.

1. The development of the political system of democratic government in the UK, including role of citizens, Parliament and the monarch
2. The operation of Parliament, including voting and elections, and the role of political parties
3. The precious liberties enjoyed by the citizen of the UK
4. The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
5. The role played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities
6. The functions and uses of money, the importance and practice of budgeting and managing risk

**Literacy, Numeracy and ICT**

Literacy	Numeracy	ICT
<p>Reading</p> <ul style="list-style-type: none"> <li>• Activities where the students are actively involved in the reading process not just passively reading a text or listening to others read. Includes underlining, highlighting, breaking down, summaries etc.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Activities where the students have a particular focus given to written work that the students undertake. These can include creating writing frames, redrafting, audience focusing, modelling etc.</li> </ul> <p>Speaking and Listening</p> <ul style="list-style-type: none"> <li>• Can be achieved through activities such as debate, discussions, community of enquiry, feedback of ideas, articulation of what was learnt etc.</li> </ul> <p>Keywords</p> <ul style="list-style-type: none"> <li>• Subject and lesson specific keywords that students need to know and use will be provided</li> <li>• Use of blooms taxonomy, examination keywords and connectives to further explain ideas and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in accuracy especially in calculation, measurement and graphical work</li> <li>• Interpretation and presentation of graphs</li> <li>• Reasoning and problem solving</li> </ul> <p>This will not be applicable to every lesson, but there are ways to include numeracy into some lessons.</p> <p>Activities such as breaking down the allocation of marks for a question or test, opinion pieces, dividing the class into groups, story boarding, quizzes and competitions where the students keep score etc.</p>	<p>Teachers may book an ICT suite to work on specific pieces of work.</p> <p>Use of ICT to create resources.</p> <p>Homework activities such as; students designing a website, use of a digital camera to record and edit presentations, research using specific websites or independent study.</p>

## **Sex, Relationships and Drugs Education**

This is an important part of the curriculum, and although most of this will be covered by outside agencies, there are aspects of this that non-specialists within school will be asked to deliver. Often these teachers can feel uncomfortable with the subject matter and therefore stick to the safe areas of biology and factual information, and more coverage of the emotional, social and moral aspects is what is needed.

It is essential that there is an atmosphere of honesty and openness within any SRDE lesson/form time session/ The students must feel able to ask questions and challenge assumption, without fear of being ridiculed or made fun of because they do not have certain knowledge. However it is also important that the students understand that there are limits to what is acceptable and with is not acceptable. To this end the first lesson in any SRDE SoL should not only explore the student's current level of knowledge and understanding but also set the boundaries of acceptability. Having the students creates the ground rules with the input of the teacher, gives them the feeling of ownership and are therefore more likely to follow the rules.

Sex, Relationships and Drugs Education's main aim is to inform children and young people not only about sex, sexuality and sexual health but also relationships and emotions. In addition students should not only be made aware of the physical effects of taking illegal drugs but they should also discuss the social impact that illegal drugs have as well as exploring the same issues with legal drugs. SRDE enables students to develop personal and social skills and a positive attitude to sexual health and well-being along with becoming informed about the effects and impacts that drugs can have on their lives and the lives of those around them.

There are three key elements to SRDE – acquiring information, developing skills and exploring attitudes and values.

It is never enough to just have factual information about sex and drugs.

The media and society influence children from a young age, and many of the things children and young people learn about sex, relationships and drugs are incorrect, confusing and frightening. It is increasingly important that we make sure our children have correct and up to date information. Effective SRDE does not encourage early sexual or drug experimentation but it enables children and young people to build self-esteem, self-confidence and a mature attitude towards sex, relationships and drugs, so that they can make informed and adult decisions about them.

## Overarching Concepts – developed through POS and other areas of curriculum

1. Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy balanced lifestyle (including physical, emotional and socially healthy; within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others; behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights, responsibilities and consent. (Including the notion of universal human rights; fairness and justice; in different contexts)
7. Change and resilience (as something to be managed and the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstances)
8. Power (how it is used and encountered in a variety of context including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

## Essential Skills and Attributes

### Personal effectiveness

- Self-Improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal setting)
- Identifying unhelpful 'thinking traps' (generalisation and stereotyping)
- Resilience (including self-motivation, perseverance and adaptability)
- Self-regulation (including promotion of a positive, growth mind-set (Dweck) and managing strong emotions and impulses)
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- Self-organisation (including time management)
- Strategies for identifying and accessing appropriate help and support

### Interpersonal and social effectiveness

- Empathy and compassion (including impact on decision-making and behaviour)
- Respect for others' right to their own beliefs, values and opinions
- Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
- Skills for employability, including; Active listening and communication (including assertiveness skills) Team working, Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) Leadership skills, Presentation skills.
- Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)

- Clarifying own values(including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning experiences and evidence
- Recalling and applying knowledge creatively and in new situations
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

- Recognising, evaluating and utilising strategies for managing influence
- Valuing and respecting diversity
- Using these skills and attributes to build and maintain healthy relationships of all kind

**Managing risk and decision-making (integral to the above)**

- Identification, assessment (including prediction) and management of positive and negative risk to self and others
- Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
- Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
- Assessing the validity and reliability of information
- Identify links between values and beliefs, decisions and actions
- Making decisions



## Assessment

The main areas where PSHE differs from other subjects is that it cannot be assessed in the same way.

Although there is a knowledge base within the scheme of learning (SoL) the programme is more focussed on skill development and showing the progress that students make in terms of their personal, social, economic and political wellbeing.

This assessment system gets the students to think about the objects of the unit and self-evaluate their baseline knowledge using a variation on the solo taxonomy. This is then revisited at the end of each unit to show progress and development. However at the end of each learning phase students are asked to reflect on their learning using various plenary activities. Students may show differing abilities in different topics – and therefore their progress should only be measured within topics and not over time – as this will not be an accurate representation.

### Entering

Knowledge and understanding	Student shows a basic understanding of the topic. Able to identify some of the key ideas and concepts. – <b><i>Each unit will have its own set of knowledge and understanding criteria</i></b>
Participation	Student will lack effort and motivation to engage with the lessons. Will avoid work and need reminders to be brought back on task. Student does not always follow instructions and can be a negative influence on others. Will not take ownership of personal development and learning.
Working with others	Finds it difficult to work with others in group situations and will avoid when possible. Can distract others when working in a group and fails to remain on task.
Critical reflection	Student is reluctant to engage with feedback and advice. They will not take into account others opinions or experiences in formulating their own.
Decision making	Student makes poor choices in lessons regarding behaviour, They will rarely consider the consequences of their behaviour for both themselves and for others. They will not be able to identify those they can go to for help and support.

**Developing**

Knowledge and understanding	Student is able to identify and explain the key ideas and concepts of the topic. – <b><i>Each unit will have its own set of knowledge and understanding criteria</i></b>
Participation	Student will complete the minimum required of them, will follow instructions but not take initiative to take ownership of own learning. Will occasionally need reminders to be brought back on task. Will answer questions when asked directly but will not offer an opinion or answer.
Working with others	Student will engage in group work but will take a passive role, allowing others to take a lead and complete the majority of the task. Will not distract or force the group off task.
Critical reflection	Student will engage with feedback and advice but will not always act upon it. Will begin to consider others opinions or experiences in formulating their own.
Decision making	Student will begin to show understanding of the consequences of their actions. Will begin to show how knowledge learnt can inform the decision that they make and the options they hold. Will be able to identify the immediate people and groups they can go to both in school and at home.

**Securing**

Knowledge and understanding	Student has a secure knowledge of the key concepts and ideas in this topic. They start to make links between these concepts and ideas. – <b><i>Each unit will have its own set of knowledge and understanding criteria</i></b>
Participation	Student is actively engaged in the lesson and they have a positive attitude towards their own learning and are beginning to take more ownership of their own learning. They will engage in debate and discussion offering ideas and opinions which are considered and thoughtful. They are beginning to ask questions which are intelligent and relevant to the topic being discussed.
Working with others	Student has a positive impact on others when working in a group situation. They will begin to take on leadership roles within the group and respond well to challenge. Will endeavour to keep the group on task and take on a fair share of the tasks set.
Critical reflection	Student responds well to advice and feedback and will act on it to improve their understanding and presentation of their work. They will carefully consider the opinions and experiences of others when formulating their own views and are beginning to be able to place themselves in the position of others.
Decision making	Students show a clear understanding of the consequences of their actions. They will show how knowledge learnt can inform the decision that they make and their opinions they hold. Will be able to identify the people and groups they can go to for support both in school and at home at start to identify charities and support groups that they can access as young people.

**Mastering**

Knowledge and understanding	Students will take their learning beyond that taught in the classroom. They will be able to make links between the concepts and ideas taught and the wider world. – <b><i>Each unit will have its own set of knowledge and understanding criteria</i></b>
Participation	Student is actively engaged in the lesson and has a positive attitude towards their own learning. Student takes ownership of their own learning through independent study to expand and deepen understanding. They will actively engage in debate and discussion offering ideas and opinions which are considered and thoughtful. Will ask questions which are intelligent, probing and relevant to the topics being discussed.
Working with others	Student has a positive impact on others when working in a group situation. Will often take on leadership roles within the group, but will also show the ability to recognise when to step back and allow others to take the lead. Will respond well to challenge and will be seen supporting others. Will endeavour to keep the group on task and take on fair share of tasks set.
Critical reflection	Student responds positively to advice and feedback and will act on it to improve understanding and presentation of work. Will carefully consider opinions and experiences of other when formulating own views and are able to place themselves in the position of others to show balance in their views.
Decision making	Student will be able to show how their actions directly and indirectly link with various social and personal consequences. Will be able to clearly link the knowledge they have learnt with how it can inform the decision that they make and opinions they hold. Will be able to identify the people and groups they can go to for support both in school and at home and identify charities and support groups that they can access as young people.

## The Programme of Study

This programme combines KS3 health and Wellness lessons for PSHWE and form times for KS3-5.

Schemes of learning are mapped to each area of the programme in order to ensure that the majority of areas are covered. It is not essential that all areas are covered as some areas may be covered through collapsed curriculum days, LEAD days, and guest speakers.

In Key Stage 3 the students are taught one lesson a fortnight and will receive approximately 19 hours of teaching over the course of the academic year. With 13 Hours of form time tutorial. Each year students will study 4-6 units and within each module the students are given the opportunity to develop both personally, socially and academically.

In Key Stages 3-5 the students follow a tutorial programme which aims to develop life skills and prepare them for life after school. The students receive approximately 13 hours of teaching during this time over the course of the academic year, during their 20 minute morning form times. They will study 3 units over the course of the year.

Each unit comes with;

- Scheme of Learning  
Learning Outlines, Assessment Tasks, Knowledge and understanding PLC's specific to the unit, Teacher Notes, Links to additional information
- PPTs
- Work sheets
- Additional Resources – including video links

## Key Stage 3

Pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHWE education acknowledges and address the change that young people that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence.

### CORE THEME 1: HEALTH AND WELLBEING

*This core theme focuses on:*

1. How to manage transition
2. How to maintain physical, mental and emotional health and wellbeing
3. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health
4. About parenthood and the consequences of teenage pregnancy
5. How to assess and manage risks to health; and to keep themselves and others safe
6. How to identify and access help, advice and support
7. How to respond in an emergency, including administering first aid
8. The role and influence of the media on lifestyle

### CORE THEME 2: RELATIONSHIPS

*This core theme focuses on:*

1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. How to recognise and manage emotions within a range of relationships
3. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. About the concept of consent in a variety of context (including in sexual relationships)
5. About managing loss including bereavement, separation and divorce
6. To respect equality and be a productive member of a diverse community
7. How to identify and access appropriate advice and support

### CORE THEME 3: LIVING IN THE WIDER WORLD

*This core theme focuses on:*

1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. How to make informed choices and be enterprising and ambitious
3. How to develop employability, team working and leadership skills and develop flexibility and resilience
4. About the economic and business environment
5. How personal financial choice can affect oneself and others and about rights and responsibilities as consumers

## Key Stage 4

Pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHWE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

### CORE THEME 1: HEALTH AND WELLBEING

*This core theme focuses on:*

1. How to manage transition
2. How to maintain physical, mental and emotional health and wellbeing
3. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health
4. About parenthood and the consequences of teenage pregnancy
5. How to assess and manage risks to health; and to keep themselves and others safe
6. How to identify and access help, advice and support
7. How to respond in an emergency, including administering first aid
8. The role and influence of the media on lifestyle

### CORE THEME 2: RELATIONSHIPS

*This core theme focuses on:*

1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. How to recognise and manage emotions within a range of relationships
3. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. About the concept of consent in a variety of context (including in sexual relationships)
5. About managing loss including bereavement, separation and divorce
6. To respect equality and be a productive member of a diverse community
7. How to identify and access appropriate advice and support



### CORE THEME 3: LIVING IN THE WIDER WORLD

*This core theme focuses on:*

1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. How to make informed choices and be enterprising and ambitious
3. How to develop employability, team working and leadership skills and develop flexibility and resilience
4. About the economic and business environment
5. How personal financial choice can affect oneself and others and about rights and responsibilities as consumers

## Key Stage 5

By the end of this key stage many young people will leave home for the first time and live as independent adults, possibly in new and distant locations. Throughout this programme of study for key stages 1 to 5, there is a balance between preparing children and young people to manage their lives now laying the foundation learning that will be gradually developed through the programme, as we prepare them for their future. As pupils move through the key stages this balance gradually shifts, as they gain increasing independence and begin to personally experience the topics of issues they have been taught throughout a developmental PSHWE education programme. For example the average age of first experience of sexual intercourse in the UK is currently 16 so it is likely that many KS5 pupils will be sexually active.

To expect young people to recall information accurately, draw on skills and strategies and apply learning they may have received a number of years earlier (when perhaps it felt less relevant) at 'critical moments' in their immediate lives, is unreasonable. It is therefore essential to continue to provide a comprehensive and relevant programme of PSHWE education in KS5. It is important to revisit and reinforce earlier learning through learning that 'connects' it to contexts that are relevant to this age group. For example, recognising and rehearsing the language, skills and strategies for managing 'bullying behaviour' could be explored through abuse in the workplace or within their personal relationships; 'the use of alcohol' within the context of their personal safety, road safety or passenger safety; 'online safety' as part of protecting their online presence, personal reputation or avoiding identifying identify theft and 'personal safety' through socialising in new locations.

Increasingly, future employers are asking potential employees not only to describe their key skills and attributes but also to evidence where they have demonstrated competence in applying them, for example describing when they have taken on a variety of role within a team or led a team to a successful outcome. Work within PSHWE education can provide opportunities to evidence these skills and attributes. This key stage represents our last opportunity to ensure that young people have real competence in the skills, language and strategies, and extend the knowledge and understanding they have been developing throughout their PSHWE education, ready for independent living and the next stage in their education or career.

### CORE THEME 1: HEALTH AND WELLBEING

*This core theme focuses on:*

1. How to manage transition to increasingly independent living
2. How to maintain physical, mental and emotional health and wellbeing
3. How to assess and manage risks to their own and others' health and safety
4. How to identify and access help, advice and support including in new settings and situations
5. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintain a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health
6. How to respond in an emergency, including administering first aid
7. The influence of the media on lifestyle

## CORE THEME 2: RELATIONSHIPS

*This core theme focuses on:*

1. How to develop and maintain a variety of healthy relationships within a range of social/cultural/educational and employment contexts and to develop parenting skills
2. How to recognise and manage emotions within a range of relationships
3. How to manage risky or unhealthy/negative relationships, including all forms of harassment and abuse (including online)
4. The concept of consent in a variety of contexts
5. Respecting equality and being a productive member of a diverse community
6. How to identify and access appropriate advice and support in new locations or communities

## CORE THEME 3: LIVING IN THE WIDER WORLD

*This core theme focuses on:*

1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. How to make informed choices and be enterprising and ambitious in life, education and work
3. How to develop employability, team working and leadership skills and develop flexibility and resilience
4. About the economic and business environment
5. How personal financial choice can affect oneself and others, student finance, budgeting on salary and about rights and responsibilities as consumers
6. How to live safely in an 'online' and 'connected' world

## Year 7 Health and Wellness

Autumn 1 & 2 and Spring 1 & 2

### The Kindness Ambassadors Project

Rationale	This is the first SoL for the Year 7's in their Health and Wellness lessons. Students will look at the characteristics of good friendships and how to maintain them along with how to identify and break a toxic relationship. Students will explore what bullying is, why it occurs and how to deal with it both in real life and online. The purpose of this scheme is to help the new students understand the workings of the school, and to develop an understanding of what it means to uphold our values ACE – particularly the Care element. This will be assessed by outside assessors before Easter, in a drop-down morning. Each form will then be presented with 'Kindness Ambassador Status' certificates and badges. These will be stripped from students if they are found to not be kind during their time at RBA. Kindness ambassador status will be embedded into the pastoral system.		
Duration	1 x hour lesson per fortnight		
Learning Phases	Kindness Ambassador Status	Friendship	Unkindness
	Cyber Bullying	Happiness – Mental Health	School Policy

### MAPPING

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2	3	4	5	6	7	8					
PSHE: Relationships	1	2	3	4	5	6	7						
PSHE: Wider World	1	2	3	4	5	6							
Citizenship (TBC)	1	2	3	4	5	6							

Summer 1

**Puberty & Hygiene**

Rationale	In this SoL the students will look at the physical and emotional changes that occur during puberty as well as investigating some of the strategies that they can use to help them through this stage. It will also look at personal hygiene and how this will change as they go through puberty.		
Duration	1 x hour lesson per fortnight		
Learning Phases	Puberty; Physical Changes	Puberty: Emotional Changes	Personal Hygiene

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				

Summer 2

**Relationships**

Rationale	In this SoL students will focus on intimate relationships and discuss the characteristic of both healthy and unhealthy intimate relationships and what to do if they find themselves or someone they know in an abusive relationship. They will also discuss first sex and consent.		
Duration	1 x hour lesson per fortnight		
Learning Phases	Characteristics of healthy relationships	Unhealthy and abusive relationships	First sex and consent

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2	3	4	5	6	7	8					
PSHE: Relationships	1	2	3	4	5	6	7						
PSHE: Wider World	1	2	3	4	5								
Citizenship (TBC)	1	2	3	4	5	6							

## Year 8 Health and Wellness

Autumn 1

### Human Rights and Discrimination

Rationale	In this SoL the students will explore the history of human rights and the role they play in modern society. They will also look at what discrimination and racism are and how they can be combated through law and education.		
Duration	1 x hour lesson per fortnight		
Learning Phases	Human Rights	Discrimination and Prejudice	Racism

### MAPPING

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				

Autumn 2

**Drugs Education**

Rationale	In this SoL the students will be exploring the different types of drugs both legal and illegal. They will look at the effects that the drugs have on the body as well as society and families. They will discuss issues such as the legalisation of drugs and the law relating to drug use.		
Duration	1 x hour lesson per fortnight		
Learning Phases	Types of drugs and their effects	Drugs and the law	Alcohol

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				



Spring 1

**The Kindness Ambassadors Project - Revisited**

Rationale	<p>Students will recap on the Kindness Ambassadors Project and revisit what it means to be kind. Building on their previous project, they will resubmit to renew their kindness status.</p> <p>The purpose of this scheme of learning is to help our students to think about the workings of the school, and to progress with their understanding of what it means to uphold our values ACE – particularly the Care element, and try to pre-empt how they deal with difficult situations.</p> <p>Resubmission will be assessed by their Health and Wellness teachers and head of year. Each form will then be presented with 'Kindness Ambassador Renewed Status' certificates and potentially replacing lost badges. These will be stripped from students if they are found to not be kind during their time at RBA. Kindness ambassador status will be embedded into the pastoral system.</p>		
Duration	1 x hour lesson per fortnight		
Learning Phases	Kindness Ambassador Status	Friendship	Unkindness
	Cyber Bullying	Happiness – Mental Health	School Policy

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2	3	4	5	6	7	8					
PSHE: Relationships	1	2	3	4	5	6	7						
PSHE: Wider World	1	2	3	4	5	6							
Citizenship (TBC)	1	2	3	4	5	6							

Spring 2

**Digital Citizenship and E-Safety**

Rationale	In this SoL the students will be exploring the different dangers and how to stay safe online. They will develop their understanding of cyber bullying and how to deal with it as well as begin to discuss issues surrounding online grooming and radicalisation, pornography and how the internet can be a place of support.		
Duration	1 x hour lesson per fortnight		
Learning Phases	Digital citizenship and Cyber Bullying	Dangers of using the internet	The internet as a place of support

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				

Summer 1

**Consent, Contraception and Conception**

Rationale	In this SoL the students will be looking at the issues of consent in more detail, including what consent means legally, they will also discuss the age of consent. They will investigate different forms of contraception including a condom demonstration as well as the possible consequences of not using contraception including STI's and Pregnancy – part is planned to be delivered by a sexual health nurse.		
Duration	1 x hour lesson per fortnight		
Learning Phases	Consent	Contraception	STI & Pregnancy

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2	3	4	5	6	7	8					
PSHE: Relationships	1	2	3	4	5	6	7						
PSHE: Wider World	1	2	3	4	5								
Citizenship (TBC)	1	2	3	4	5	6							

Summer 2

**SRE**

Rationale	In this SoL students will revisit some of the content from the previous half term, but this time will focus more on the controversial issues such as sexuality, abortion and parental rights.		
Duration	1 x hour lesson per fortnight		
Learning Phases	Contraception and STI	Abortion and Parental Rights	Relationships and Consent

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2	3	4	5	6	7	8					
PSHE: Relationships	1	2	3	4	5	6	7						
PSHE: Wider World	1	2	3	4	5								
Citizenship (TBC)	1	2	3	4	5	6							

## Year 9 Health and Wellness

Autumn 1

### Desert Island Living

Rationale	In this SoL the students will be working in groups to create a community on a fictional desert island on which they have been stranded. They will have to think about the resources they will need to survive, the rule of law on the island and how they are going to deal with issues within their community.		
Duration	1 x hour lesson per fortnight		
Learning Phases	Landing on the island	Making decisions and law	Community dilemma

### MAPPING

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				

Autumn 2

**The Kindness Ambassadors Project - Revisited**

Rationale	<p>Students will recap on the Kindness Ambassadors Project and revisit what it means to be kind. Building on their previous project, they will resubmit to renew their kindness status.</p> <p>The purpose of this scheme of learning is to help our students to think about the workings of the school, and to progress with their understanding of what it means to uphold our values ACE – particularly the Care element, and try to pre-empt how they deal with difficult situations.</p> <p>Resubmission will be assessed by their Health and Wellness teachers and head of year. Each form will then be presented with 'Kindness Ambassador Renewed Status' certificates and potentially replacing lost badges. These will be stripped from students if they are found to not be kind during their time at RBA. Kindness ambassador status will be embedded into the pastoral system.</p>		
Duration	1 x hour lesson per fortnight for whole of the Autumn term		
Learning Phases	Kindness Ambassador Status	Friendship	Unkindness
	Cyber Bullying	Happiness – Mental Health	School Policy

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural				
	1	2	3	4	1	2	3	1	2	3	1	2	3		
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty				
PSHE: Wellbeing	1		2		3		4		5		6		7		8
PSHE: Relationships	1		2		3		4		5		6		7		
PSHE: Wider World	1		2		3		4		5						
Citizenship (TBC)	1		2		3		4		5		6				

Spring 1

**Drugs and Alcohol**

Rationale	In this SoL the students will revisit the different types of drugs both legal and illegal. They will look at the effects that the drugs have on the body as well as society and families. They will discuss issues such as the legalisation of drugs and the law relating to drug use. In addition, they will consider why someone might take drugs or use alcohol.		
Duration	1 x hour lesson per fortnight		
Learning Phases	Recap Drugs and Alcohol	Recap Drugs and the Law	Why do people take drugs?

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				

Spring 2

**Moral Thinking**

Rationale	This SoL is based on the movie 'into the dark' which asks students thought experiments to get them to consider their own views and ideas on various issues. They will need to think in a wider context than just themselves as part of the 'Armageddon' experiment.		
Duration	1 x hour lesson per fortnight		
Learning Phases	Intro to thought experiments; Armageddon: First Iteration	Armageddon: Second Iteration	Armageddon: Final Iteration

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2	3	4	5	6	7	8					
PSHE: Relationships	1	2	3	4	5	6	7						
PSHE: Wider World	1	2	3	4	5								
Citizenship (TBC)	1	2	3	4	5	6							



Summer 1

**SRE**

Rationale	In this SoL the students will be having discussions and recaps based on all previous learning in SRE, drugs and alcohol by focussing on issues such as gender and sexuality (transgender focus), parental rights and responsibilities, body image, consent, drugs and alcohol use.					
Duration	1 x hour lesson per fortnight					
Learning Phases	Sexuality	Parental Rights	Body Image	Consent	Drugs and Alcohol	Relationships

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2	3	4	5	6	7	8					
PSHE: Relationships	1	2	3	4	5	6	7						
PSHE: Wider World	1	2	3	4	5								
Citizenship (TBC)	1	2	3	4	5	6							

Summer 2

**Healthy Body, Healthy Mind**

**Rationale** In this SoL students will investigate body image and where we get our ideas of body image from as well as the possible consequences of negative body image. They will also look into mental health and wellbeing.

**Duration** 1 x hour lesson per fortnight

**Learning Phases** Body image Eating Disorders Mental Health and Wellbeing

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				

## Year 7 Tutorial Programme

Autumn 1 & 2

### My New School

Rationale	This is the first SoL for the year 7's The purpose of this scheme is to help the new students to settle into the school and introduce study skills along with group based thinking.		
Duration	1 x form time a week		
Learning Phases	Welcome to your new school	Genius Hour Project	Year 7 Study Skills

### MAPPING

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				

Spring 1 & 2

**The Kindness Ambassadors Project**

Rationale	<p>This is the first SoL for the Year 7's in their Health and Wellness lessons, and now is an ideal time to share with tutors what they have been doing and how tutors can help them to prove their kindness to aid with their Kindness Ambassador Status. Students will look at the characteristics of good friendships and how to maintain them along with how to identify and break a toxic relationship. Students will explore what bullying is, why it occurs and how to deal with it both in real life and online. The purpose of this scheme is to help the new students understand the workings of the school, and to develop an understanding of what it means to uphold our values ACE – particularly the Care element. This will be assessed by outside assessors before Easter, in a drop down morning. Each form will then be presented with 'Kindness Ambassador Status' certificates and badges. These will be stripped from students if they are found to not be kind during their time at RBA. Kindness ambassador status will be embedded into the pastoral system.</p>		
Duration	1 x form time a week		
Learning Phases	Kindness Ambassador Status	Friendship	Unkindness
	Cyber Bullying	Happiness – Mental Health	School Policy

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2	3	4	5	6	7	8					
PSHE: Relationships	1	2	3	4	5	6	7						
PSHE: Wider World	1	2	3	4	5								
Citizenship (TBC)	1	2	3	4	5	6							

Summer 1 & 2

**Healthy Living**

Rationale	In this SoL the students will look at what a healthy lifestyle looks like and its importance particularly during puberty. They will also look at other ways of keeping themselves safe and healthy such as sun care and cancer awareness.					
Duration	1 x form time a week					
Learning Phases	Healthy Living; Diet		Healthy Living; Exercise		Staying Healthy	

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				

## Year 8 Tutorial Programme

Autumn 1 & 2

### My Future, My Choices

Rationale	In this SoL the students will consider their next steps into GCSE and their future career goals. It will also help the students who are unsure of their goals to think in a more focused way.		
Duration	1 x form time a week		
Learning Phases	Personality and Careers	GCSE Options	Career Presentations

### MAPPING

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2	3	4	5	6	7	8					
PSHE: Relationships	1	2	3	4	5	6	7						
PSHE: Wider World	1	2	3	4	5	6							
Citizenship (TBC)	1	2	3	4	5	6							

Spring 1 & 2

**The Kindness Ambassadors Project - Revisited**

Rationale	<p>Students will recap on the Kindness Ambassadors Project and revisit what it means to be kind. Building on their previous project, they will resubmit to renew their kindness status.</p> <p>The purpose of this scheme of learning is to help our students to think about the workings of the school, and to progress with their understanding of what it means to uphold our values ACE – particularly the Care element, and try to pre-empt how they deal with difficult situations.</p> <p>Resubmission will be assessed by their Health and Wellness teachers and head of year. Each form will then be presented with 'Kindness Ambassador Renewed Status' certificates and potentially replacing lost badges. These will be stripped from students if they are found to not be kind during their time at RBA. Kindness ambassador status will be embedded into the pastoral system.</p>		
Duration	1 x form time a week		
Learning Phases	Kindness Ambassador Status	Friendship	Unkindness
	Cyber Bullying	Happiness – Mental Health	School Policy

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2	3	4	5	6	7	8					
PSHE: Relationships	1	2	3	4	5	6	7						
PSHE: Wider World	1	2	3	4	5	6							
Citizenship (TBC)	1	2	3	4	5	6							

Summer 1 & 2

**British Values**

Rationale	In this SoL the students will explore the characteristics and origins of British Culture. Students will learn about the UK political system and election process which will culminate in a mock election process		
Duration	1 x form time a week		
Learning Phases	British Culture	Democracy in the UK	Voting and mock election

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2	3	4	5	6	7	8					
PSHE: Relationships	1	2	3	4	5	6	7						
PSHE: Wider World	1	2	3	4	5								
Citizenship (TBC)	1	2	3	4	5	6							



## Year 9 Tutorial Programme

Autumn 1 & 2

### The Real Game

Rationale	In this SoL the students will be focusing on economic wellbeing and helping the students to develop financial literacy and capability. The scheme takes the students through budgeting a household, dealing with unforeseen events and the importance of saving.			
Duration	1 x form time a week			
Learning Phases	Introduction & the Dream	Getting a Job	Creating a budget	Unforeseen events and emergencies

### MAPPING

SMSC	Spiritual				Moral			Social			Cultural					
	1	2	3	4	1	2	3	1	2	3	1	2	3			
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty					
PSHE: Wellbeing	1		2		3		4		5		6		7		8	
PSHE: Relationships	1		2		3		4		5		6		7			
PSHE: Wider World	1		2		3		4		5							
Citizenship (TBC)	1		2		3		4		5				6			

Spring 1 & 2

**Poverty and Wealth**

Rationale	In this SoL the students will be exploring the ideas of poverty and wealth and what it means to be poor in the UK compared to poverty around the world. They will also be looking at the top 1% and how they live, become part of the 1% and its implications of extreme wealth for society. They will consider the role of taxation and benefits in tackling poverty.			
Duration	1 x form time a week			
Learning Phases	Global Poverty	Poverty in the UK	The 1%	Taxation in the UK

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				

Summer 1 & 2

**The Law**

Rationale	In this SoL the students will be looking at the legal system of the UK, including how laws are made, what happens once you are arrested, the court system, punishments and the prison system. This unit culminates in a mock trial – which we will look to do as an assembly/extended form time as a year group.			
Duration	1 x form time a week			
Learning Phases	How are laws made?	What happens if you are arrested and the courts	Punishments	Mock Trial

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				

## Year 10 Tutorial Programme

Autumn 1 & 2

### The Be Real Game

Rationale	In this SoL the students will be focusing on economic wellbeing and helping the students to develop financial literacy and capability. The scheme builds on what the students learnt as part of the Real Game, but rather than being given a job role in this SOL students must apply for a job and then start budgeting a household, dealing with unforeseen events and the importance of saving.			
Duration	1 x form time a week			
Learning Phases	Introduction	Getting a Job	Creating a Budget	Unforeseen events and emergencies

### MAPPING

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				

Spring 1 & 2

**Study Skills**

Rationale	In this SoL the students will be taken through the spaced revision system and how to revise as well as ways of maintaining their own health and wellness as they head towards their GCSE courses.		
Duration	1 x form time a week		
Learning Phases	Successful Students	Spaced Revision	Personal Wellbeing

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				

Summer 1 & 2

**UK in the Wider World**

Rationale	In this SoL the students will be investigating how the UK interacts in the wider world through organisations such as the UN, EU and NATO. They will consider the role that these organisations play in the world around us and the UK's place within them.			
Duration	1 x form time a week			
Learning Phases	UK in Europe	United Nations	NATO	Should the UK keep membership?

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				

## Year 11 Tutorial Programme

Autumn 1 & 2

### Resilience Training

Rationale	In this SoL the students will be thinking about self-care and organisation, they will learn distressing techniques and what to do if things get overwhelming, or if they notice their peers acting differently.		
Duration	1 x form time a week		
Learning Phases	What is self-care?	How can I be more organised?	What techniques are there to learn to self-sooth?

### MAPPING

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				

Spring 1 & 2

**Study Skills Revisited**

Rationale	In this SoL the students will be taken through the spaced revision system, and given time to apply it to their studies and revisit how to revise as well as ways of maintaining their own health and wellness as they head towards their GCSE courses.		
Duration	1 x form time a week		
Learning Phases	Successful Students revisited	Spaced Revision revisited	Personal Wellbeing revisited

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				

Summer Year 11 do not have form times



## Year 12 & 13 Tutorial Programme

Autumn 1 & 2

### Resilience Training

Rationale	In this SoL the students will be thinking about self-care and organisation, they will learn distressing techniques and what to do if things get overwhelming, or if they notice their peers acting differently. Some will be revisiting this from Year 11 – different activities will be available.		
Duration	1 x form time a week		
Learning Phases	What is self-care?	How can I be more organised?	What techniques are there to learn to self-sooth?

### MAPPING

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2	3	4	5	6	7	8					
PSHE: Relationships	1	2	3	4	5	6	7						
PSHE: Wider World	1	2	3	4	5								
Citizenship (TBC)	1	2	3	4	5	6							

Spring 1 & 2

**Community Programme**

Rationale	In this SoL the students will be thinking about the real world and how they can make an impact on the real world, they will be looking at the wellbeing of others, and thinking about community projects, and how they can be an active part of the RBA community.		
Duration	1 x form time a week		
Learning Phases	What impact do I make on the real world?	What skills will I need when I leave RBA?	How can I be an active part of the RBA community?

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2	3	4	5	6	7	8					
PSHE: Relationships	1	2	3	4	5	6	7						
PSHE: Wider World	1	2	3	4	5								
Citizenship (TBC)	1	2	3	4	5	6							

Summer 1 & 2 – 12s only

**Study Skills Revisited**

Rationale	In this SoL the students will be taken through the spaced revision system, and given time to apply it to their studies and revisit how to revise as well as ways of maintaining their own health and wellness as they come to an end of their first year courses/their time at RBA.		
Duration	1 x form time a week		
Learning Phases	Successful Students revisited	Spaced Revision revisited	Personal Wellbeing revisited

**MAPPING**

SMSC	Spiritual				Moral			Social			Cultural		
	1	2	3	4	1	2	3	1	2	3	1	2	3
British Values	Rule of Law				Democracy			Tolerance & Respect			Individual Liberty		
PSHE: Wellbeing	1	2			3	4		5	6		7	8	
PSHE: Relationships	1	2			3	4		5	6		7		
PSHE: Wider World	1	2			3	4		5					
Citizenship (TBC)	1	2			3	4		5	6				

## LEAD Days and guest speakers

Proposed for 2018-2019

W/B mon 28<sup>th</sup> Jan is wellbeing week in school – RED in that week

Year 9 - LGBTQ half day mon am

Year 9- Smoking drugs alcohol 1day 6<sup>th</sup> November

Year 10 - sexual exploitation half day tues am

Year 10 - Smoking drugs alcohol half day tues pm

Year 11 - body image half day wed am

Year 11 - Smoking drugs alcohol half day wed pm

Year 11 - Exam stress early on next year 1 day - 7<sup>th</sup> November

Year 12&13 anger management and emotions half day mon pm