



Session	Learning Focus	Lesson	Resources
Yr 7: People skills/manners	<i>Students need to look at controlling emotions and developing why an awareness and sensitivity is important</i>	<ul style="list-style-type: none"> <li>○ What are emotions</li> <li>○ What are these important and how do they impact on how we deal with others and show manners and respect</li> <li>○ How do we work on self awareness and how this will help to improve relationships</li> <li>○ Write a script to show how we can improve manners and develop skills for dealing with others</li> </ul>	<a href="https://www.youtube.com/watch?v=MC3XuMvsDI">https://www.youtube.com/watch?v=MC3XuMvsDI</a> Clip from inside out film
Yr 7: Road safety External booked	<i>Students need to be aware of how to keep themselves safe around roads and why this is important</i>	<ul style="list-style-type: none"> <li>○ Look at Road safety campaign</li> <li>○ What does it mean to be safe on the road as a pedestrian and on transport</li> <li>○ Who and why do people try to make their journey safe- police, road designers</li> <li>○ Campaigns/ letters around road safety</li> </ul>	<a href="https://www.brake.org.uk/get-involved/for-professionals/teachers-and-youth-workers/teaching-resources">https://www.brake.org.uk/get-involved/for-professionals/teachers-and-youth-workers/teaching-resources</a>
Yr 7: How can I communicate clearly?	<i>Students need to show to communicate effectively and also have the confidence to do this.</i>	<ul style="list-style-type: none"> <li>○ Self esteem and why this is important and helpful in being able to communicate effectively</li> <li>○ How to build up confidence in ourselves</li> <li>○ Looks at scenarios and how people would approach these</li> <li>○ Why building emotional skills is important for being good communicators</li> </ul>	
Yr 7: How can I be a good friend? Caring friendships (RSE)	<i>Students will need to explore different friendships and how these change over time along with health online</i>	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ This includes different (non-sexual) types of relationship.</li> <li>○ What makes a good friend and how you can show kindness to others</li> <li>○ Why having friends is important and helps you to develop social skills.</li> </ul>	<a href="https://learning.nspcc.org.uk/services/talk-relationships#">https://learning.nspcc.org.uk/services/talk-relationships#</a> Changing friendships Healthy online friendships



	<i>relationships</i>		
Yr 7: How can I ensure I work well with others/show respect?	<i>Students will need to understand the meaning of respect and the consequences of their behaviour towards others, looking at the idea of inclusion and tackling prejudice</i>	<ul style="list-style-type: none"> <li>○ To understand the meaning of respect, respectful behaviour and ways respect can be demonstrated</li> <li>○ To understand the effects and consequences of our behaviour on wellbeing of others</li> <li>○ To understand the contribution that respectful behaviour has towards developing healthy relationships</li> <li>○ To understand that everyone shares responsibility for creating a climate of trust and respect</li> <li>○ To promote inclusion and tackle prejudiced based attitudes and behaviour</li> </ul>	Respect me <a href="https://www.youtube.com/watch?v=E0yjpKgm704">https://www.youtube.com/watch?v=E0yjpKgm704</a>  <a href="https://respectme.org.uk/wp-content/uploads/2017/11/Learning_Resource-respectmeans.pdf">https://respectme.org.uk/wp-content/uploads/2017/11/Learning_Resource-respectmeans.pdf</a>
Yr 8: Decision making	<i>Students to look at what it takes to make decisions and what information they should use to make informed choices</i>	<ul style="list-style-type: none"> <li>○ Students to know about how to manage influences on beliefs and decisions</li> <li>○ Students to consider what influences their choices</li> <li>○ Example case study of Mumbai and decisions to be made to the city – pupils go through a decision making exercise</li> <li>○ Pupils to then present back ideas</li> <li>○ Pupils to reflect back on initial ideas of how they made their decisions</li> </ul>	
Yr 8: Resilience	<i>Students will take part in a drama activity to show them how to develop resilience when dealing with pressure</i>	<ul style="list-style-type: none"> <li>○ Look at different types of pressure both spoken and unspoken</li> <li>○ Students have to complete different drama scenarios looking at peer pressure</li> <li>○ Ensure students know what pressure is and why some is useful to drive us</li> <li>○ Identify the types of pressure from the performances</li> <li>○ Be able to give examples from real life scenarios</li> </ul>	



<p>Yr 8: Creativity</p>	<p><i>Students to understand the importance of creativity and innovation</i></p>	<ul style="list-style-type: none"> <li>○ What is creativity and how this can take different forms</li> <li>○ Introduction to PLTS skills (Personal, learning, thinking skills)</li> <li>○ Complete a carousel of activities to show how these skills are all part of showing how become creative</li> <li>○ Have some problem solving tasks or create an escape room activity and they have to find the answers to escape</li> </ul>	<p><a href="https://www.sustainabilityexchange.ac.uk/files/personal_learning_and_thinking_skills.pdf">https://www.sustainabilityexchange.ac.uk/files/personal_learning_and_thinking_skills.pdf</a></p>
<p>Yr 8: BIKEABILITY External booked</p>	<p><i>Students take part in Bikeability to gain skills and knowledge of being safe on the road.</i></p>	<ul style="list-style-type: none"> <li>○ Building upon work completed in primary with skills of using their bikes safely</li> <li>○ Gaining a certificate of achievement</li> <li>○ Students taking responsibility for being good road users</li> <li>○ How to be considerate of others on the road</li> </ul>	<p>External speakers and organisers</p>
<p>Yr 9: Tolerance and acceptance</p>	<p><i>Students to learn about the Equality Act and how it is there to protect people. Students should know what protected characteristics are.</i></p>	<ul style="list-style-type: none"> <li>○ Students to know about equality of opportunity</li> <li>○ Students to know how to challenge prejudice, stereotypes and discrimination</li> <li>○ Students to know about equality of opportunity in life and work</li> <li>○ Students to know about the Equality Act, diversity and values</li> <li>○ Students to know how to challenge discrimination</li> <li>○ Students to know what is defined as a disability under the equality Act and list what they know</li> <li>○ Link in acceptance and tolerance of others in a variety of situations</li> <li>○ Use case study of Cerrie Burnell on cbeebies, pupils to write a response letter to show they understand why she cannot and shouldn't be discriminated due to her disability.</li> </ul>	<p>Dimensions <a href="https://www.dimensions-uk.org/get-involved/campaigns/say-no-autism-learning-disability-hate-crime-imwithsam/i-am-a-teacher/">https://www.dimensions-uk.org/get-involved/campaigns/say-no-autism-learning-disability-hate-crime-imwithsam/i-am-a-teacher/</a></p>
<p>Yr 9: Finance &amp; bank accounts</p>	<p><i>Students to understand how to open a bank account and importance of successfully managing their own money.</i></p>	<ul style="list-style-type: none"> <li>○ Students to be able to make safe financial choices.</li> <li>○ Students to know about saving, spending and budgeting</li> <li>○ Students will look at spending Vs saving and the importance of balancing it</li> <li>○ Students to correct misconceptions about money</li> <li>○ Students to look at pros and cons of borrowing money, mind map sources of borrowing</li> </ul>	<p>Barclays life skills <a href="https://barclayslifeskills.com/educators/">https://barclayslifeskills.com/educators/</a></p> <p>Bank of England <a href="https://www.bankofengland.co.uk/education/economy">https://www.bankofengland.co.uk/education/economy</a></p>



		<ul style="list-style-type: none"> <li>○ Students to work in teams to do apprentice style project, tracking outgoings and income</li> </ul>	
Yr 9: Managing a budget	<i>Students will look at different aspects of personal finance in order to understand how to manage a budget and apply strategies for saving</i>	<ul style="list-style-type: none"> <li>○ What is a budget and why is this important</li> <li>○ How to put a budget together and why this is important for future planning</li> <li>○ Look at the process of putting a budget together and look at some different scenarios to see what each person should do</li> <li>○ Use a party planner example to see how this would be put into action.</li> </ul>	
Yr 9: Cost of living	<i>Students will explore how the cost of living crisis will affect people and how this has affected people in different ways</i>	<ul style="list-style-type: none"> <li>○ What the cost of living crisis is</li> <li>○ How different people have been affected</li> <li>○ Inflation and what this is and how this has impacted upon society</li> <li>○ Challenge task getting students to look at the rise in cost of food and how this would impact on people</li> <li>○ Newsround clip to support with a red zone discussion question</li> </ul>	<p>Newsround - What is the 'cost of living' crisis?  <a href="https://www.youtube.com/watch?v=669PyOJJohY">https://www.youtube.com/watch?v=669PyOJJohY</a></p>
Yr 9: Exam preparation Revision Techniques	<i>Students to know how the examination system works – what they can/cant take it, seating arrangements, etc.</i>	<ul style="list-style-type: none"> <li>○ Students to understand the process of examinations at school</li> <li>○ Students to be shown exam layout by surname, how they find their seat, etc.</li> <li>○ Students to list what can and cannot be taken into an exam – correct any misconceptions</li> <li>○ Opportunity given for pupils to answer questions about the exam process</li> </ul>	



		<ul style="list-style-type: none"> <li>○ Students to understand</li> <li>○ how exam timetable works – sitting the exam, what happens on results day, etc.</li> </ul>	
Yr10: First Impressions	<i>Students need to think about how first impressions can leave a Both positive and negative perception of who you are</i>	<ul style="list-style-type: none"> <li>○ Interview practice – set up a speed dating lesson where students look for skills as an employer would do</li> <li>○ What are examples of good habits and behaviours to show during formal situations</li> <li>○ Think about skills and etiquette to demonstrate in order to give a positive first impression.</li> <li>○ Think about why this matters and the ideas around pre judging someone before getting to know them.</li> </ul>	
Yr10: Pride	<i>Students to celebrate their differences and the identity of others</i>	<ul style="list-style-type: none"> <li>○ Look at our individual identity</li> <li>○ How we live in a multicultural society and what that means</li> <li>○ Looks at the differences of the protected characteristics in terms of the equality act</li> <li>○ Build upon work looked at from year 8 tolerance and acceptance</li> <li>○ Different celebrations that look at differences, black history month, PRIDE and how times have changed</li> </ul>	<a href="https://www.stonewall.org.uk/system/files/pride_learning_pack_-_secondary.pdf">https://www.stonewall.org.uk/system/files/pride_learning_pack_-_secondary.pdf</a>
Yr 10: Leadership skills	<i>Students to learn about the rights that children have and apply this to</i>	<ul style="list-style-type: none"> <li>○ Evaluate and further develop their study and employability skills.</li> <li>○ Evaluate their own personal strengths and areas for development and use</li> </ul>	Resources from PSHE association In year 10 file.



	<i>leader</i>	<ul style="list-style-type: none"> <li>○ Relate to future career choices and employability</li> <li>○ Students to look at different examples, then use this to create a piece of work demonstrating their understanding – planning a lesson, writing to politicians, campaign in school to show their leadership skills</li> </ul>	
Yr 10: Team work	<i>Students to understand on the importance of team work and to self-reflect on the skills they have and those that need work.</i>	<ul style="list-style-type: none"> <li>○ Students to be able to identify personal strengths and areas for development</li> <li>○ Students to evaluate what their own strengths and weaknesses are at the start</li> <li>○ Pupils to work in teams to design a container to protect a egg when dropped from a height</li> <li>○ Pause through the lesson – peer assessment on how well they work as a team player in green</li> <li>○ End evaluation to self-reflect on WWW and EBI, and rating themselves as a team player</li> </ul>	
Yr 11: Revision	<i>Students to self-evaluate their action plans for tackling revision, to learn about techniques and the importance of looking after your well-being.</i>	<ul style="list-style-type: none"> <li>○ Students will have a whole year group assembly led by SLT and ESLT</li> <li>○ Student will then rotate around different activities to learn about different revision techniques and apply them directly to different subject areas; note it, Map it, Quiz it using exam papers and application to their revision to prepare them for their exams.</li> </ul>	<a href="http://thinkstudent.co.uk/revision-techniques-for-gcse-and-a-level/">http://thinkstudent.co.uk/revision-techniques-for-gcse-and-a-level/</a> Elevate resources Motivational assembly
Yr 11: Managing stress		<ul style="list-style-type: none"> <li>○ Techniques shared to help support the planning and preparation for exams.</li> <li>○ Students look at ways to break this down into management chunks</li> </ul>	KO sheets – revision techniques
Yr11: Well being		<ul style="list-style-type: none"> <li>○ Students will have pre-chosen a well-being activity to take part in during the last lesson of the day</li> </ul>	Sports, cooking, various well being activities



<p>Yr 12: Cooking</p>	<p><i>Students to practice their cooking skills, going over the basics and working in teams to create a multi-course meal on a budget.</i></p>	<ul style="list-style-type: none"> <li>○ Students to have practical lesson based on cooking</li> <li>○ Initial knowledge test done on the cost of different items</li> <li>○ Students to look at benefits vs problems of good diet</li> <li>○ Students to then work in teams to create a meal that everyone in group can eat on a budget, that is 3 course and healthy as possible</li> </ul>	<p><a href="http://allrecipes.co.uk/recipes/budget-recipes.aspx">http://allrecipes.co.uk/recipes/budget-recipes.aspx</a></p>
<p>Yr 12: Car maintenance or Changing a plug</p>	<p><i>Students to learn the basic of car maintenance/ changing a plug in a practical lesson outside on a test car – filling up wiper fluid, testing oil levels, tyre pressure, etc</i></p>	<ul style="list-style-type: none"> <li>○ Staff to ascertain any prior knowledge of car maintenance and upkeep Or changing a plug</li> <li>○ Students to identify on staff car common parts – bonnet catch release, wiper washer reservoir, tyre pressure numbers, etc</li> <li>○ Students to look at car manual for additional guidance and how to locate relevant information within it.</li> <li>○ Students shown how to change a plug and why this is an important skill and safety measures shown.</li> <li>○ Depending on weather – go over basic features how to check oil levels, changing tyres, etc</li> <li>○ Return to classroom and Q&amp;A session debrief</li> </ul>	<p><a href="https://www.theaa.com/breakdown-cover/advice/car-maintenance-tips">https://www.theaa.com/breakdown-cover/advice/car-maintenance-tips</a></p> <p><a href="https://wiselivingmagazine.co.uk/property/your-home/how-to-change-a-plug/">https://wiselivingmagazine.co.uk/property/your-home/how-to-change-a-plug/</a></p>
<p>Yr 12: Assertiveness</p>	<p><i>Students need to be able to demonstrate what assertiveness is and how this can be used in different</i></p>	<ul style="list-style-type: none"> <li>○ What is assertiveness?</li> <li>○ Job roles- how to be assert in the work place to ensure you're treated correctly</li> <li>○ Interviews- this is important to show your skills that you can do the job and will be able to be self motivated.</li> </ul>	



	<i>situations</i>	<ul style="list-style-type: none"> <li>○ Personal statements- Preparing CVs</li> <li>○ Adult relationships, rights over your own body</li> </ul>	
Yr12: Work experience-external	<i>Students experience work placements to be able to make informed decisions about their futures</i>	<ul style="list-style-type: none"> <li>○ Students to know about post 18 options and career pathways</li> <li>○ Students to learn about all post-18 options, university, sponsored degrees, apprenticeship, gap year, etc.</li> </ul>	HR AAHT sixth form organising for Summer term
Yr13: Caring for a baby/ parenting (RSE)	<i>Students will need to look at the responsibilities of being a parent and how committed, stable relationships can be important for bringing up children</i>	<ul style="list-style-type: none"> <li>○ R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families</li> <li>○ Identify the different roles, responsibilities and challenges of being a parent</li> <li>○ Identify the roles and responsibilities of parents with respect to raising children</li> <li>○ Evaluate the characteristics of successful parenting</li> <li>○ Identify the specific challenges and responsibilities of parenting at different stages in a child's life.</li> </ul>	HYPERLINK "https://learningpartnership.sharepoint.com/:f:/r/sites/netherstowe2/Shared%20Documents/PSHE/CPD%20%26%20Resources/PSHE%20Association%20Resources/Family%20Life?csf=1&web=1&e=W6ymAf" <a href="#">Family Life</a>
Yr 13: Independent living Skills (ironing, polishing, making a bed, flat pack furniture)	<i>Students to learn about different types of living at post-18 and responsibilities around landlords and tenants.</i>	<ul style="list-style-type: none"> <li>○ Students to look at reasons for changing accommodation.</li> <li>○ Students to demonstrate their current knowledge – discussion around what is a landlord, role, etc.</li> <li>○ Students to organise statements relating to landlords and tenants</li> </ul>	<a href="https://www.moneyforlife.org.uk/advice/rent-bills/moving-out-first-time/">https://www.moneyforlife.org.uk/advice/rent-bills/moving-out-first-time/</a>  <a href="https://england.shelter.org.uk/housing_advice">https://england.shelter.org.uk/housing_advice</a>





	<p><i>Students to learn about how to live independently, including their responsibilities if living away.</i></p>	<ul style="list-style-type: none"> <li>○ Students to look at different basic household chores/tasks</li> <li>○ Discussion and mind map about what skills are needed to live on your own</li> <li>○ Pupils to then work in college teams to compete to complete different household skills – using each other for information and guidance</li> <li>○ Students to look more at washing and caring for clothing items</li> <li>○ Students have opportunity to develop basic hand sewing and machine sewing skills to fix items of clothing</li> <li>○ Students to look at health and safety of different chemicals used within washing clothes (food room) and washing machine</li> </ul>	
<p>Yr 13: Stocks/ ISAs/ Savings</p>	<p><i>Students focus On different types of financing and making the most of the money they have.</i></p> <p><i>Students will recap on things learnt in KS4 on finance and using their money carefully.</i></p>	<ul style="list-style-type: none"> <li>○ Students to know what ISAs, stocks and different means of savings are</li> <li>○ Students to recap on different aspects on finance from KS4 – assess existing knowledge</li> <li>○ Links to moving on after sixth form and how savings and looking into the future is important.</li> <li>○ Students to then look at different scenarios relating to preparing for their future.</li> </ul>	<p><a href="https://www.ucas.com/finance/managing-money/student-budgeting-tips">https://www.ucas.com/finance/managing-money/student-budgeting-tips</a></p> <p><a href="https://www.thecompleteuniversityguide.co.uk/university-tuition-fees/managing-your-money/budgeting-for-university">https://www.thecompleteuniversityguide.co.uk/university-tuition-fees/managing-your-money/budgeting-for-university</a></p> <p><b>Natwest Money sense</b>  <a href="https://natwest.mymoneysense.com/home/">https://natwest.mymoneysense.com/home/</a></p> <p><b>HSBC financial education</b>  <a href="https://www.hsbc.co.uk/savings/financial-education/">https://www.hsbc.co.uk/savings/financial-education/</a></p>