


## Year 9 Medium-Term Curriculum Plan - Cornerstone

H/T Focus	What Students Already Know	Objectives	Transferrable Knowledge	Key Vocabulary	Link to Statutory Guidance
 <p>Wider World</p> <p><b>British Values, Role of Government, the Equality Act</b></p>	<p>Students have an understanding of British Values from middle school. Students are aware of different types of government from middle school. Students are aware of diversity and have been exposed to different cultures in middle school.</p>	To establish safe groundrules and effective discussion rules as a class.	<p>Understanding of voting and political knowledge of governments. Preparation for entering a diverse society post-16. Preparation for working with others and celebrating difference. Understanding of British Values.</p>	<p>British Values, Rule of Law, Democracy, Respect and Tolerance, Individual Liberty, Equality, Equity, Barriers, Monarchy, Oligarchy, Autocracy, Theocracy, Law-making, Legal System, Common Law</p>	<p><b>British Values:</b> All</p> <p><b>SMSC:</b> Moral - recognise right and wrong, respect the law and understand consequences.</p> <p><b>RSE:</b> How to be respectful of others and celebrate differences. How to be respectful in relationships, including friendships, with people from different cultures, religions, genders, and sexual orientations.</p> <p><b>Safeguarding:</b> Supporting the school's safeguarding ethos of 100% respect and the guidance this is based on.</p>
		To understand what 'values' are. To be able to identify key British Values and to be able to give examples of these. To understand how key British Values are respected in school.			
		To understand how governments are chosen and what role governments play in making laws.			
		To understand the discussion around voting age. To learn the history of voters' rights. To consider the pros and cons around lowering the voting age.			
		To understand the Equality Act. To identify the Equality Act as an extension of British Values. To understand how the Equality Act is respected in school.			
		To consolidate learning from this half term.			
 <p>Health and Wellbeing</p> <p><b>Healthy lifestyles, body image and self-concept.</b></p>	<p>Students have an understanding of healthy lifestyles, the importance of exercise, and self-hygiene from middle school. Students may be able to evaluate their strengths and weaknesses, and may have an understanding of healthy coping strategies.</p>	To reflect on who you are as a person - including your strengths and values - and how these have developed throughout your life.	<p>Understanding of self, developing self-awareness. Building resilience and learning to be kind. Resilience to online influences, including social media.</p>	<p>Personal Strengths, Personal Values, Identity, Self-concept, Internal, External, Influence, Bias, Artificial, Idealised, Diversity, Difference, Body-Type, Eating Disorder, Dysmorphia, Cyber-bullying, Bullying, Stigma</p>	<p><b>British Values:</b> Respect and Tolerance, Social</p> <p><b>SMSC:</b> Moral.</p> <p><b>RSE:</b> How to be respectful of others and celebrate differences. How to create a positive self-image.</p> <p><b>Safeguarding:</b> Insulating pupils from body-image issues including eating disorders.</p>
		To recognise and manage internal and external influences on your self-image. To understand that media (including online) portrays idealised and artificial ideas of life, bodies, and success.			
		To learn and practise strategies to help build resilience to negative opinions, judgements and comments. To learn strategies to promote wellbeing and boost mood.			
		To recognise and manage choices about healthy lifestyles, both positive and negative, and to understand what influences these.			
		To recognise when you, or others, need help with mental health or wellbeing. To know how to get support and when to access help.			
		To consider the impact that self-concept and body image may have on you or your peers. To learn and practise ways to maintain or create a positive relationship with yourself.			
		To celebrate the differences between individuals. To recognise that we are all unique. To consolidate learning from this term.			
 <p>Relationships</p>	<p>Students have an understanding of tolerance and respect. Students</p>	To revisit different types of relationships, including those within families, friendships, romantic and intimate relationships. To understand the indicators of positive, healthy relationships and unhealthy relationships, including online. To recognise that sexual attraction and sexuality are diverse.	<p>Understanding of sexual health. Building a deeper understanding of protected</p>	<p>Intimate, Sexual attraction, Sexuality, Gender, Transgender, Non-Binary, LGBTQ+, Gay, Lesbian, Bisexual, Pansexual, Asexual, Queer, Umbrella,</p>	
		To clarify and develop personal values in friendships, love and sexual relationships. The importance of trust in relationships and the behaviours that can undermine or build trust.			

<p><b>Healthy Relationships (including friendships), online and offline.</b></p>	<p>understand bullying and its impact on mental health and self-concept. From middle school and biology, students understand what sex is and some risks associated with it including unwanted pregnancy and STIs. From middle school, students also understand the basic elements of a healthy relationship.</p>	<p>To further develop understanding of the qualities and behaviours you should expect and exhibit in a wide variety of positive relationships, including online. To understand the legal and ethical responsibilities people have in relation to relationships online, including the sending of images and 'sexting'.</p> <p>To understand what pressure, coercion and manipulation are, including online. To understand warning signs of abusive behaviours. To recognise how to gauge readiness for sexual intimacy, and the law surrounding sex.</p> <p>To recognise and manage personal responsibility for sexual health. To understand how to avoid unwanted pregnancy. To understand how to avoid STIs in a diverse range of intimate relationships.</p> <p>To create a guide to healthy relationships, consolidating the learning from this half term.</p>	<p>understanding of protected characteristics, including LGBTQ+ identities. Building resilience to peer pressure. Understanding of peer on peer abuse and sexual abuse, knowing where to report this and what the law says. Timely preparation for future intimate activity. Staying safe online.</p>	<p>Safe Sex, Contraception, Coil, Implant, Barrier Contraception, Condoms, The Pill, The Morning After Pill, Pressure, Coercion, Manipulation, Sexting, Upskirting, Nude Images, Sexual Harrassment, Sexual Abuse, Age of Consent, Consent, STIs, Chlamydia, Gonorrhoea, Cervical Cancer, HIV, Hepatitis, Yeast Infection, Medical Abortion</p>	<p>SMSC: Moral and social. British Values: Respect and Tolerance, Rule of Law RSE: How to be respectful of others and celebrate differences. Sexual health. Safeguarding: Insulating pupils from risky choices. Peer on peer abuse. Sexual abuse.</p>
<p> <b>Next Steps</b></p> <p><b>Creating long-term plans, making decisions and working towards goals.</b></p>	<p>Students have an understanding that they will choose GCSEs in some subjects. Students know how to assess their own strengths and weaknesses. Students will have received feedback from teachers about strengths and weaknesses in subjects through monitoring and parents' evenings.</p>	<p>To understand the different pathways available for GCSE, what choices you have to make, and how the choices work.</p> <p>To assess your own strengths across the range of subjects. To understand how to prioritise subjects.</p> <p>To establish interests in future career paths. To recognise a wide range of careers and to understand how current interests can lead to future careers.</p> <p>To make decisions about future career paths and options.</p> <p>To understand how to work towards a goal. To recognise how goal-setting and long-term-planning can help improve success. To set goalposts and milestones to get to your chosen career.</p> <p>To learn strategies to deal with set-backs, life-changes, or other barriers to achieving your goals. To develop resilience and adaptability.</p>	<p>Setting long-term goals and prioritisation. Building resilience and adaptability. Understanding the steps it takes to achieve goals. Timely understanding of post-16 options.</p>	<p>Long-term, Short-term, Options, Pathway, Post-16, University, College, Apprenticeship, Set-backs, Milestones, Goalposts, Careers</p>	<p><b>Careers:</b> To learn about different types of work and post-16 options <b>GATSBY</b> benchmarks. <b>SMSC:</b> Social - to reflect on individual skills and to develop written and verbal communication skills. .</p>
<p> <b>Skills for Life</b></p> <p><b>My online presence.</b></p>	<p>Students have an understanding of safe use of the internet from middle school. Students have an understanding of how the media can impact their self-concept through HT2 learning. Some students may be aware of the</p>	<p>To understand what makes up your online presence, including and beyond social media.</p> <p>To understand how your data is used and how to protect it. To understand what confidentiality is, when and where it applies, and the legality surrounding data.</p> <p>To understand how employers and admissions staff can access your online profiles. To recognise and manage online legacies of friendships and relationships.</p> <p>To recognise the risks and benefits of the internet and social media. To revisit how social media can impact self-concept. To understand how to use the internet and social media in safe ways in order to manage risks.</p>	<p>Developing digital literacy for students is essential for their future. Understanding of data and confidentiality helps them to protect their data and apply confidentiality laws in future employment. Understanding of how their online presence</p>	<p>Digital literacy, safety, data, cookies, data management, confidentiality, storage, legacy, security, online security, social media, profile, followers, misinformation, cyberbullying, cybercrime</p>	<p><b>Safeguarding:</b> Staying safe online <b>Careers:</b> Preparation for future applications through appropriate use of social media <b>SMSC:</b> Social, Moral</p>

	Students may be aware of the risks of social media.	To understand that other internet and social media users may misuse platforms to spread misinformation. To be able to recognise misinformation. To understand how misinformation spreads.	or how their online presence could affect future employment reduces risk of future regret.	Cyberbullying, cybercrime, scam, fraud, pirating, illegal download, monitoring	
		To understand the legality around cyberbullying and cybercrime. To know how to report instances of cyberbullying and cybercrime.			
 <p>Alternative Worldviews and Beliefs</p>	Students have an understanding of British Values, including respect and tolerance and rule of law. Students have an understanding of the importance of difference and diversity to a healthy society. Students understand how the Equality Act informs the school's values.	To understand why people search for truth, and to consider whether truth is more important than understanding	Students learn about respect for various beliefs, building on knowledge from KS3 Religious Studies. Students will continue to explore Religious Study themes into year 11 to comply with SACRE guidance	Worldview, Truth, Pastafarianism, Meaning, Wicca, Rastafari, Pilgrimage, Sacred, Religion, Faith, Sect, Cult, Scientology	<p><b>British Values:</b> Respect for and tolerance of different faiths and beliefs. Respect for the law.</p> <p><b>SMSC:</b></p> <p>Spiritual - explore beliefs and respect faiths.</p> <p>Moral - recognise right and wrong, respect the law and understand consequences.</p> <p>Social - appreciate diverse viewpoints.</p> <p>Cultural - understand and respect diversity.</p> <p><b>Religious Studies:</b> Following guidance set out in the SACRE.</p>
		To understand why some people try to find meaning in their lives, and how different religious and non-religious people find meaning			
		To understand how religions inspire community and individuals to behave in both positive and negative ways			
		To identify why people search for community, how they might find community, and why community is important			
		To identify how searching for communities can lead to cults, and evaluate when communities are safe or unsafe			
		To look at the beliefs of specific non-mainstream religions, such as scientology, and understand how they are developed			
		To consolidate learning throughout the year.			

## Year 10 Medium-Term Plan - Cornerstone



H/T Focus	What Students Already Know	Objectives	Additional Learning Opportunities	Transferrable Knowledge	Key Vocabulary	Link to Statutory Guidance
 <b>Personal Finance</b>	Students will already be familiar with some of the concepts of finance including saving.	To revisit prior knowledge about budgeting and saving, To consider the value of money	Business Studies and Maths	Ability to plan long-term and think in perspective of delayed goals. Pupils are able to consider sensible choices.	Saving, savings account, credit card, debit card, budgeting, credit score, APR, debt, gambling, gambler's fallacy.	<b>Safeguarding:</b> To make sensible and safe choices
		To understand borrowing and the risks and benefits involved. To understand different types of debt.	Business Studies and Maths			
		To understand how different careers may have different benefits, To understand that money is only one aspect of job satisfaction. To understand gambling risks.	Career Convention Wednesday 5th October			
 <b>Post-16 options</b>	Students have some understanding of the application process and interview technique from Year 9.	To be exposed to a variety of careers, To learn about harmful stereotypes about careers being for certain people.		Pupils see school as a step towards the future. Pupils are able to assess their own strengths and identify strengths in others.	Post-16 options, A-levels, apprenticeships, application form, interview.	<b>Careers:</b> To learn about different types of work and post-16 options <b>GATSBY</b> benchmarks. <b>SMSC:</b> Social - to reflect on individual skills and to develop written and verbal communication skills. .
		To identify potential careers based on current options, strengths, skills, and work experience. To learn key interview techniques.	All subjects - 5 minute starter focusing on careers in their subjects			
		To understand how post-16 options lead to careers				
 <b>Drugs, alcohol and tobacco</b>	Students have an understanding of how substance abuse can impact their lives and the legalities around the consumption of some substances including alcohol and cannabis. Students are aware of the role of peer pressure in young people's involvement with drug use.	To understand why people might use drugs, alcohol and tobacco. To understand how to seek help if you are concerned about yourself or a friend/family member.		How to make safe choices and keep safe at home, understanding of grooming and gangs to help build resilience and understand the warning signs, resilience to peer pressure.	Drug, law, knife crime, gang crime, cannabis, uppers and downers, grooming, vaping, anti-social behaviour, harm-reduction, alcohol, spirits, alcohol percentage.	<b>British Values:</b> Respect the law. <b>SMSC:</b> Moral - recognise right and wrong, respect the law and understand consequences. <b>RSE:</b> How the use of drugs can lead to risky sexual behaviour. <b>Safeguarding:</b> The facts about drug use and the impacts on personal health and relationships. Issues associated with drugs including knife crime and gang activity.
		To understand the dangers of vaping and tobacco products	Biology			
		To understand the dangers of drugs and how to make safe choices. To understand the connection between drugs and gangs.	BASE intervention with small-groups			
		To understand the dangers of alcohol and how to make safe choices. To understand what peer pressure is and how to be resilient.	Biology			
		To understand the role of the NHS in supporting people with substance abuse				
		To understand the impact of drugs, alcohol and tobacco on society, including gangs and knives	Biology, Geography			
		To reflect on learning throughout the term				
 <b>Healthy relationships, sex and consent</b>	Students already understand about different types of relationships and consent. Students have examined different types of contraception earlier in KS3.	To revisit prior knowledge about different types of relationships (including friendship), To understand the importance of healthy relationships	Links in English Literature - An Inspector Calls	Respectful interactions helpful for behaviour across school. Understanding of respectful relationships is a key skill for future life.	Family, friendship, domestic abuse, sexism, pornography, unprotected sex, contraception.	<b>SMSC:</b> Spiritual - explore feelings and values. Moral - respect the law and understand consequences. <b>RSE:</b> Different types of stable relationships and they may contribute to human happiness. The characteristics of positive and healthy relationships. Characteristics of unhealthy relationships including types of behaviour in relationships that are criminal including violent behaviour. The impact of viewing harmful content. The issues around sexually explicit material (pornography) including the distorted picture of sexual behaviours. The risks associated with unprotected sex
		To understand what a healthy teenage relationship looks like. To further understand the risks of sexual intimacy.				
		To understand consent, pressure, and to be able to recognise the signs of unhealthy relationships including abuse	Links to English literature - An Inspector Calls			
		To understand respectful interactions with others, including understanding sexist interactions and online interactions				
		To understand what pressure, manipulation, and coercion are and how to seek help in such circumstances. About the law relating to sex, including the age limit, sexual consent, and pornography.	C-card rep come in to social area			
		To reflect on learning throughout the half term				
		To learn what the warning signs of stress are and the impact stress can have on your health	PE			



 <b>Health and Wellbeing</b> <b>Mock Health and Wellbeing</b>	<p>Students already understand what mental health is and how to take care of their bodies. Students are able to identify unhealthy and healthy routines.</p>	To know where to go to get help with stress, including the nurse, KOOTH and NHS. To understand how to help yourself to de-stress.	PE	<p>Life skill of managing stressful times. Skills of building new habits and breaking bad habits.</p>	<p>Anxiety, Stress, Grounding, Panic Attack, Habit-forming, Mock Exam</p>	<p><b>SMSC:</b> Spiritual - explore feelings and values.  <b>RSE:</b> Different types of stable relationships and they may contribute to human happiness. (revisited in assembly).  <b>Safeguarding:</b> Supporting pupils' SEMH needs at an appropriate point in the year.</p>
		To understand what anxiety is, how to identify it, and where to go for help with anxiety, including how to help yourself through a panic / anxiety attack	KOOTH targetted group			
		To revisit how to look after your body, including healthy lifestyle choices, healthy eating, and appropriate sleep	PE			
		To understand how to prepare for the mock exams appropriately, including healthy habits such as sleeping, taking breaks, and managing stress and anxiety				
		To reflect on learning throughout the term				
 <b>Skills for Life</b> <b>Revision Techniques</b>	<p>Students already understand the key topics they are revising this half term. Students already understand that mocks are coming in HT6 and the importance of these. Students understand that exam performance can impact post-16 options.</p>	To learn about the model of the brain and how revision helps improve learning	Biology	<p>Study techniques and skills prepare students for the future. Revision of previous Skills for Life topics helps students to revisit previous learning. Students prepare for mock exams in preparation for the exam season in Y11. Pupils learn these skills this year in order to develop them during GCSE exams. Skills are</p>	<p>Revisit, Gain Retain Train, Model of Brain, Short-term memory, Long-term memory, Information retrieval, revision timetable, interleaving, chunking, mind maps, flash cards, quizzing plus key vocabulary from previous topics.</p>	<p><b>SMSC:</b> Social - to reflect on current understand and identify areas of strength and weakness. <b>GATSBY benchmarks:</b> Mock interviews</p>
		To understand how to make a manageable revision timetable.				
		To learn about key revision techniques and key revision websites				
		To revise the Careers and Post-16 learning in HT2. To develop interview skills in preparation for the mock interviews.				
		To practise key revision techniques focusing on Personal Finance, Careers and Post-16 options from HT2	Business Studies and Maths. Mock Interviews for Year 10.			
		To reflect on learning throughout the year so far				
 <b>Wider World</b> <b>Navigating ideas, conflict, and extreme beliefs</b>	<p>Students have an understanding of British Values, including respect and tolerance and rule of law. Students have an understanding of the importance of difference and diversity to a healthy society. Students understand how the Equality Act informs the school's values. Students understand how their behaviour online and offline are linked. Students understand what misinformation is and what it looks like.</p>	To recognise that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours.	English, RS	<p>Developing resilience to extremist viewpoints. Ability to navigate polarised opinions and politics in future. Understanding how media, including social media, may spread extremist views. Understanding of laws around extremist views. Ability to assess bias, reliability and accuracy of information in the future.</p>	<p>Viewpoints, Beliefs, Algorithm, Bias, Radical, Extremist, Political Left, Political Right, Extreme Left-Wing, Extreme Right-Wing, Alt-right, Neo-Nazi, Swastika, Dog Whistle, Grooming, Manipulation, Misinformation, Conflict resolution, Reliability, Accuracy, Intolerance, Freedom of Speech, Misogyny, Racism, Homophobia, Biphobia, Transphobia, Fear-mongering, Great Replacement Myth</p>	<p><b>Safeguarding:</b> Staying safe online, tackling extremist viewpoints.  <b>SMSC:</b> Social, Moral, Cultural  <b>Digital Literacy:</b> Online extreme viewpoints</p>
		To recognise different types of extreme views and to understand why they are extreme. To understand what PREVENT is.	RS, History			
		To recognise warning signs, including dogwhistling, for extreme views, including online. To recognise warning signs of and become resilient to grooming and manipulation into extremist views.	RS, History			
		To understand the (il)legality around extremist views and freedom of speech in England.	RS, History			
		To further understand how to discuss ideas respectfully. To further develop skills to navigate conflict, especially when this is about our beliefs and values.	RS, History, English			
		To learn strategies to critically assess bias, reliability, and accuracy of ideas. To assess the causes and personal consequences of extremism and	RS, History, English			
		To consolidate learning throughout the year.	All subjects.			

## Year 11 Curriculum Plan - Cornerstone

H/T Focus	What Students Already Know	Objectives	Additional Learning Opportunities	Transferrable Knowledge	Key Vocabulary	Link to Statutory Guidance
 <b>Next Steps</b> <b>Post-16 Options</b>	Students have an understanding of their progress paths from options meetings and careers advice meetings. Students have an understanding of interview processes from the mock interviews in Year 10. Some students will already have a clear idea of their post-16 choices.	To understand what skills future employers and/or colleges are looking for. To assess my areas of strength and weakness.		Ability to plan long-term and think in perspective of delayed goals. Pupils are able to consider sensible choices, and see school as a step towards the future. Pupils are able to assess their own strengths and identify strengths in others. Pupils are able to write applications showcasing their strengths for future employers / admissions officers.	Application, cover-letter, personal statement, apprenticeships, Post-16, A levels, T Levels, Technical and vocational qualifications, BTEC, Applied qualifications, Exam retakes, Traineeships, Supported internships, School leaver schemes	<b>GATSBY</b> benchmarks met. <b>SMSC:</b> Social - to reflect on individual skills and to develop written and verbal communication skills. <b>Careers:</b> To learn about different types of work and post-16 options. <b>Safeguarding:</b> To prepare for the future and ensure pupils are not NEET when they become school leavers.
		To understand my post-16 options				
		To be introduced to the get-into website. To consider my future choices and make informed decisions about applications.	Students booked into computer room during one morning of the week in order to access get-into. + Careers convention evening of 5th October.			
		To be introduced to the get-into website. To consider my future choices and make informed decisions about applications.	Students booked into computer room during one morning of the week in order to access get-into.			
		To know the purpose of a prospective letter / cover letter / personal statement. To begin gathering ideas about what to include in my personal statement and/or covering letter.	All subjects - 5 minute starter focusing on careers in their subjects			
		To write the first draft of my personal statement / prospective letter / cover letter.	English Language			
		To ensure all pupils have complete applications and personal statements.				
		To learn how to write a CV. To prioritise and gather information for CV. To understand the need to tailor CVs.	English Language			
 <b>Health and Wellbeing</b> <b>Support with post-16 health.</b>	Students understand personal responsibility around health, including sexual health. Students know how to develop a healthy lifestyle and make positive choices, including resilience to risky substance use. Students understand the risks associated with sexual intimacy.	To understand how personal responsibility for health changes as you age, including regular screening, the use of sexual health services, fertility, and self-examination.	Biology, PE	Students develop confidence in becoming users of health services. Students understand the importance of self-examination and sexual health. Students develop confidence in first aid, CPR and defibrillator use. Students are able to identify and manage risks associated with cosmetic and aesthetic procedures	Sexual health, Cancer Screening, Cervical Cancer, Smear Test, Self-Examination, NHS, Appointment, Cosmetic, Aesthetic, Prescription, Pharmacy, Dental Appointments, Emergency Dentist, A&E, 111	<b>SMSC:</b> Spiritual - explore feelings and values. Social - ability to navigate health services. <b>RSE:</b> Sexual health reminder <b>Safeguarding:</b> Preparing for full responsibility for own health.
		To understand how to register at an NHS GP and Dentist. To understand how to book an appointment and to practise this skill through roleplay.				
		To assess and manage the risks associated with cosmetic and aesthetic procedures including tattooing, piercings and the use of sunbeds.	Biology			
		To develop resilience and skills in overcoming embarrassment and other barriers to accessing health services.				
 <b>Relationships</b> <b>Making healthy choices in maturing relationships.</b>	Students already understand about different types of relationships and consent. Students understand contraception and risks of STIs. Students understand how to gauge readiness for sexual activity. Students understand diverse relationship types, sexualities, and genders.	To revisit the importance of healthy relationships. To re-evaluate your values around relationships and what is important to you.		Preparing students for mature relationships, including sex, parenthood, and sexual health. Pupils know where they can get help as school leavers and are confident users of the NHS and other health services. Students are prepared for the realities of the future, including pregnancy, parenthood, fertility, and miscarriage. Students are confident and able to establish healthy relationships founded on mutual respect and equality.	Pregnancy, Fertility, Parenthood, Menopause, Miscarriage, Abortion, Adoption, STIs (and associated vocabulary), Sexual Health, Sexual Health Service, Contraception (and associated vocabulary)	<b>SMSC:</b> Spiritual - explore feelings and values. Moral - respect the law and understand consequences. <b>RSE:</b> Sexual health, contraception, pregnancy, parenthood, miscarriage, and accessing sexual health services.. <b>Safeguarding:</b> Staying safe in relationships.
		To further understand pregnancy, fertility and parenthood. To understand how fertility changes over time and varies between people. To understand how to access help with fertility. To recognise the risk of miscarriage and to understand how to access help for this.				
		To explore values around parenthood and what makes a good parent. To learn how to prepare for parenthood in the future.				
		To further understand consent. To understand that sex should be pleasurable, including the role of orgasms in sex. To understand how to seek active consent.				
		To further understand sexual health services, how to access them, and what their role is.	C-card rep come in to speak?			
		To further understand STIs including treatment and how to respond if someone has, or may have, an STI.				

 <p>Health and Wellbeing</p> <p>Maintaining healthy routines during times of stress.</p>	<p>Students already understand what mental health is and how to take care of their bodies. Students are able to identify unhealthy and healthy routines. Students have learnt simple mental health first aid and are aware of common mental ill health.</p>	To revisit prior learning about mental health first aid, including grounding techniques for anxiety. To learn about the signs of stress and how to manage emotions during stressful times.		<p>Life skill of managing stressful times. Skills of building new habits and breaking bad habits. Understanding how support networks are essential for good routines. Preparing for GCSE period.</p>	<p>Anxiety, Stress, Grounding, Panic Attack, Habit-forming, Blocking, Prioritising, Advanced preparation</p>	<p><b>SMSC:</b> Spiritual - explore feelings and values. <b>RSE:</b> Understanding the importance of relationships for mental and physical wellbeing. <b>Safeguarding:</b> Supporting pupils' SEMH needs at an appropriate point in the year.</p>
		To evaluate what is important to your individual health. To consider the healthy routines you already have in place. To evaluate whether there are areas for improvement in your current routine.	PE			
		To recognise what factors help a healthy routine and what factors hinder a healthy routine. To consider how the next half term will impact your routines and learn strategies to manage this.	KOOTH targeted group			
		To develop a calendar for the coming months, learning to prioritise and organise time efficiently. To recognise that planning social and relaxation time is essential to good mental health. To establish who might help to hold you accountable as you develop new routines.				
		To consider future stress triggers which may occur throughout life. To apply learning to these stress triggers and think about coping mechanisms which will help.				
		To create a revision timetable, including the social calendar from earlier in term.				
 <p>Skills for Life</p> <p>Revisiting revision techniques. Preparing for the future.</p>	<p>Students already understand the key topics they are revising this half term. Students already understand that GCSEs are beginning and the importance of these. Students understand that exam performance can impact post-16 options. Students have previously learnt revision techniques and practised these during the mock season.</p>	To revisit the model of the brain and how revision helps improve learning		<p>Students develop independent study skills in preparation for college. Students recognise how social influences can positively or negatively impact their success. Students are resilient and able to thrive under pressure.</p>	<p>Revisit, Gain Retain Train, Model of Brain, Short-term memory, Long-term memory, Information retrieval, revision timetable, interleaving, chunking, mind maps, flash cards, quizzing plus key vocabulary from previous topics.</p>	<p><b>SMSC:</b> Social - to reflect on current understanding and identify areas of strength and weakness. <b>Safeguarding:</b> Signposting support for times of emotional difficulty.</p>
		To further develop resilience and skills to overcome difficult moments. To further develop self-belief. To RAGG* rate revision areas so far.				
		To consider social factors which may be positively or negatively influencing revision and exam preparation.				
		To know the purpose of a prospective letter / cover letter / personal statement. To begin gathering ideas about what to include in my personal statement and/or covering letter.				
		To practise paired revision techniques.				
		To celebrate achievements so far, and to recognise your own and each others' strengths.				