

	<b>HEALTH EDUCATION - BY THE END OF SECONDARY SCHOOL, PUPILS SHOULD KNOW</b>	<b>CURRICULUM AREA</b>
<b>Mental wellbeing</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>	<p><b><u>BUSINESS:</u></b></p> <ul style="list-style-type: none"> <li>• Work/life balance &amp; stress of running a small business – GCSE YR9</li> </ul> <p><b><u>CHILDCARE (KS4)</u></b></p> <ul style="list-style-type: none"> <li>• social and emotional development in children aged 0-5 years</li> <li>• attachment and positive relationships between families and children</li> <li>• the importance of social skills such as cooperation, sharing and taking turns</li> <li>• the impact of transitions on a child's social and emotional wellbeing</li> <li>• Voluntary work &amp; the benefits</li> </ul> <p><b><u>CPA</u></b></p> <ul style="list-style-type: none"> <li>• Pupils regularly talk about their emotions and are given the opportunity to express their emotions creatively.</li> <li>• Pupils regularly work collaboratively with others, working towards a collective success which really brings pupils together.</li> <li>• Our Team CPA Pupil Leadership Team consists of 52 pupils who work together collaboratively to bring about improvements in the Faculty which leads to a more engaging curriculum and a happier environment in the Faculty.</li> <li>• Mental-Health is at the heart of what we do as a Faculty, providing pupils with strategies to manage their mental well-being, identifying mental ill health such as anxiety and depression</li> <li>• Working collaboratively allows pupils to understand that their actions can have a positive or negative effect on the well-being of themselves and others; pupils are taught about empathy and are given strategies to help them work effectively as a team.</li> <li>• Physical exercise and community are at the heart of what we do- particularly in Dance and Drama (though not exclusive) and across the Arts pupils work with external agencies through our CPA Scholarship Programme and are strongly encouraged to engage in extra-curricular opportunities in the community by attending these external Arts groups.</li> </ul> <p><b><u>ENGLISH:</u></b></p> <ul style="list-style-type: none"> <li>• S3 – SOW Transactional writing - some poetry and texts that cover mental well being</li> <li>• KS4 – Paper 2 non fiction</li> </ul> <p><b><u>HEALTH &amp; SOCIAL CARE (KS4)</u></b></p> <ul style="list-style-type: none"> <li>• social and emotional development across all life stages</li> <li>• attachment and positive relationships between families and children</li> </ul>

		<ul style="list-style-type: none"> <li>the impact of mental health issues on development over the life stages</li> <li>the impacts of life events on an individual's social and emotional well being</li> </ul> <p><b>HUB:</b></p> <ul style="list-style-type: none"> <li>Weekly Circle Time (YGa)</li> <li>HUB PSHE curriculum (YGa) / (NDR)</li> <li>Weekly Mindfulness/yoga sessions (NDR)</li> </ul> <p><b>MATHS:</b></p> <ul style="list-style-type: none"> <li>Through "Maths in the Environment" termly topics for Years 7 and 8 – in topics such as "Credit".</li> </ul> <p><b>MFL:</b></p> <ul style="list-style-type: none"> <li>Pupils learn how to say how they feel about themselves, their families, relationships and how they get on with others, as well as, what is good for them.</li> </ul> <p><b>PE:</b></p> <ul style="list-style-type: none"> <li>KS3 and KS4 Core PE; Providing pupils with the opportunity through physical exercise to express themselves physically, challenge themselves and others, experience different environments and activities, work together and release energy which helps de-stress and lower anxiety levels.</li> <li>KS4 option programme allows pupils to choose yoga/meditation as a way to educate pupils emotional well being and connection to self and others.</li> <li>Unit RO41 Reducing the risk of sports injuries pupils learn how to recognise, minimise and respond to mental health medical conditions.</li> </ul> <p><b>PHILOSOPHY &amp; ETHICS:</b></p> <ul style="list-style-type: none"> <li>Expressing emotions - Discussion linked to expressing emotion run throughout the Philosophy and Ethics curriculum with regard to pupils expressing their thoughts and feelings in response to a range of philosophical and ethical issues and concepts.</li> <li>Volunteering / Community participation - Y7 Autumn Philosophy and Ethics: brief coverage of the work of the Salvation Army.</li> <li>:KS4 GCSE course: community participation voluntary work looked at in relation to Zakah and the role of the local parish church in the community.</li> </ul> <p><b>PSHCE:</b></p> <ul style="list-style-type: none"> <li>Positive relationships – expression of emotions Friendships –YR7; Gender relations – YR8; (Groupings and gangs – YR9: social aspects of groups and negative impacts of gangs</li> <li>The impact of bullying &amp;/online abuse on mental health</li> <li>Mental Health HWK book – YR7 – 10</li> </ul>
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<p><b>Internet safety and harms</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>	<p><b>BUSINESS:</b></p> <ul style="list-style-type: none"> <li>• GCSE BTEC - Component 2 – exam unit (Y11) – The Promotional Mix – we look at advertising methods, market segmentation. We touch on how the media can manipulate the consumer.</li> <li>• Y9 – start of year skills - we look at bias in media, which are reliable sources and why.</li> </ul> <p><b>CHILDCARE (KS4)</b></p> <ul style="list-style-type: none"> <li>• supporting children to develop positive self-image</li> <li>• safeguarding children from harm online</li> </ul> <p><b>CPA</b></p> <ul style="list-style-type: none"> <li>• In Key Stage 3 Drama there is a specific unit of work in Year 7 which explores Internet Safety and Harm. There is also a specific unit on bullying- it’s causes and it’s effects, which includes cyber bullying.</li> <li>• Across the full Faculty in Key Stage 4, at the start of their BTEC Qualifications, pupils are taught to evaluate online sources and their validity.</li> </ul> <p><b>ENGLISH:</b></p> <ul style="list-style-type: none"> <li>• KS3 – Reading</li> <li>• KS4 Speaking and listening topics</li> </ul> <p><b>HEALTH AND SOCIAL CARE (KS4)</b></p> <ul style="list-style-type: none"> <li>• self-concept and self-image and influences on: the media/social media</li> <li>• social development and building positive relationships</li> </ul> <p><b>HUB:</b></p> <ul style="list-style-type: none"> <li>• IT Users award (RMm)</li> </ul>

		<ul style="list-style-type: none"> <li>• HUB PSHE Curriculum (YGa) / (NDR)</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• online safety</li> <li>• reporting issues online</li> </ul> <p><b>MFL:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to talk about the positive and negative aspects of the use of computers and social media.</li> </ul> <p><b>MATHS:</b></p> <ul style="list-style-type: none"> <li>• Directed video that hyperlink to Maths sites eg Corbett Maths, Mathsgenie,</li> <li>• Youtube etc to specific maths topics.</li> </ul> <p><b>PSHCE:</b></p> <ul style="list-style-type: none"> <li>• Internet harm relating to body image &amp; self-esteem – YR7</li> <li>• Gambling &amp; addiction – YR9</li> <li>• Online safety: inc grooming– KS3</li> <li>• Cyberbullying (inc abuse &amp; harassment): reporting &amp; support – KS3</li> <li>• Indecent images and the law – YR10</li> <li>• PREVENT agenda – extremism online –KS4</li> </ul> <p><b>PSYCHOLOGY (KS4)</b></p> <ul style="list-style-type: none"> <li>• crowd behaviour and deindividuation in anti-social behaviour Young (2007) CBT with Internet Addicts – background, aims and procedure, findings, strengths and weaknesses</li> </ul>
<p><b>Physical health and fitness</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>	<p><b>BUSINESS:</b></p> <ul style="list-style-type: none"> <li>• Exercise to combat stress in the run-up to the exam component of the BTEC.</li> </ul> <p><b>CPA</b></p> <ul style="list-style-type: none"> <li>• Dance and Drama (particularly Dance) focus on physical activity as a promotion of mental wellbeing, particularly combating stress.</li> <li>• In Dance, pupils are taught how to maintain a healthy lifestyle through an engagement in Dance and physical activity, including cardio-vascular ill-health.</li> </ul> <p><b>ENGLISH:</b></p> <ul style="list-style-type: none"> <li>• KS3 – speaking and listening topics – group work and collaborative projects</li> <li>• KS4 Speaking and listening topics</li> </ul> <p><b>GEOGRAPHY:</b></p> <ul style="list-style-type: none"> <li>• Y7 and KS4 – need for clean water in other parts of the world and the impact that it has on health.</li> </ul> <p><b>HEALTH AND SOCIAL CARE (KS4)</b></p> <ul style="list-style-type: none"> <li>• health indicators (BMI, pulse, peak flow, blood pressure)</li> <li>• factors affecting health – diet, exercise Common illness/disease linked to factors</li> </ul> <p><b>HISTORY:</b></p> <ul style="list-style-type: none"> <li>• The science relating to blood, organ - Taught in</li> </ul>

GCSE Medicine Through Time unit

**HUB:**

- Sport and active leisure award (RPI)
- Science award (ASe)
- HUB PSHE curriculum (YGa) / (NDR)

**MATHS:**

Balancing work and relaxation time especially during times of potential stress eg revision.

**MFL:**

- Pupils learn to speak about their fitness, what they must do to keep fit and how often they do physical activities and the impact this has on the body. They learn about some of the organs in the body and how they are affected by lack of exercise.

**PE**

- KS3 pupils study a broad and balanced curriculum (2 hours p/w), KS4 pupils (1hr p/w)
- A wide range of activities offered encourages pupils to develop an interest in sport and lifelong participation, fitness and opportunities to develop mentally, socially and physically.

**PHILOSOPHY & ETHICS:**

- Y8 Autumn Philosophy and Ethics: briefly touch on stem cell donation in 'Monsters' SoL

**PSHCE:**

- Importance of sleep – YR10
- Sugar detectives – YR7&8, links to obesity and disease
- Stress & Exams – all
- Stress & Time management – YR11
- Mental Wellbeing HWK programme – YR7 to YR10
- Self-care Summer Secondary workpack

**SCIENCE:**

- Biology KS4 – topic CB5 on Health and Disease – we look at what it means to be healthy – “ A state of mental, physical and social well-being “
- Biology KS4 – topic CB8 – we study aerobic respiration and interpret information on HR/BR from data taken during individuals exercising
- Biology KS3/4 – topic 8B/8C/CB2/CB5/CB7/CB8 – we look at deficiency diseases and non-communicable diseases linked with malnutrition and also obesity. In depth studies of BMI, visceral and subcutaneous fat, causes and treatments of diabetes, causes and treatment of cardiovascular disease. We also study the anatomy of the circulatory system, structures and adaptations of blood vessels, the heart and blood components – their linkage with exercise/respiration and the effect CVD has on this system. We cover stem cells and stem cell therapy applications and analyse the

		risks/benefits of having such a procedure
<p><b>Healthy eating</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>	<p><b>CHILDCARE (KS4)</b></p> <ul style="list-style-type: none"> <li>• breast feeding/bottle feeding/weaning</li> <li>• hygiene routines for babies, including bath time, topping/tailing and making up a bottle</li> </ul> <p><b>CPA</b></p> <ul style="list-style-type: none"> <li>• In Dance, pupils are taught the importance of having a healthy diet to support physical activity, including Dance.</li> </ul> <p><b>ENGLISH:</b></p> <ul style="list-style-type: none"> <li>• KS3 – speaking and listening topics – group work and collaborative projects</li> <li>• KS4 Speaking and listening topics</li> </ul> <p><b>FOOD (KS4)</b></p> <ul style="list-style-type: none"> <li>• balanced diet and the eat-well guide</li> <li>• links between food and illness/disease</li> </ul> <p><b>GEOGRAPHY:</b></p> <ul style="list-style-type: none"> <li>• Look at how access to food can affect health in poorer areas of the world.</li> </ul> <p><b>HEALTH AND SOCIAL CARE (KS4)</b></p> <ul style="list-style-type: none"> <li>• health indicators (BMI, pulse, peak flow, blood pressure)</li> <li>• factors affecting health – diet, exercise Common illness/disease linked to factors</li> </ul> <p><b>HISTORY:</b></p> <ul style="list-style-type: none"> <li>• The links between a poor diet and health risks - Taught in GCSE Medicine Through Time unit</li> </ul> <p><b>HUB:</b></p> <ul style="list-style-type: none"> <li>• Science award (ASe)</li> <li>• HUB PSHE curriculum (YGa) / (NDR)</li> </ul> <p><b>MATHS:</b></p> <ul style="list-style-type: none"> <li>• Through “Maths in the Environment” termly topics for Years 7 and 8 – in topics such as “Easter eggs”.</li> </ul> <p><b>MFL:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to speak about what types of food they eat and whether they are healthy or not as well as comparing diets with other countries. Also to say how much fruit and veg they eat per day. They also learn to speak about what types of diseases a poor diet can lead to . They learn about some of the organs in the body and how these are affected by lack of exercise.</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Understanding of energy balance and the need to increase physical activity in daily living to assist with ‘healthy’ weight management in both KS3 and KS4 Core PE with particular emphasis on Health and Fitness modules.</li> </ul>

		<ul style="list-style-type: none"> <li>• KS4 OCR Sport RO45 Sports Nutrition pupils explore the role that diet plays in different sports and activities and the importance of a balanced, healthy diet that includes essential nutrients in correct quantities. Appropriate knowledge is then used to produce an effective diet plan.</li> <li>• Unit RO41 Reducing the risk of sports injuries pupils learn how to recognise, minimise and respond to eating related medical conditions.</li> </ul> <p><b>PSHCE:</b></p> <ul style="list-style-type: none"> <li>• Sugar detectives – YR7&amp;8, links to obesity and disease and tooth decay</li> </ul> <p><b>SCIENCE:</b></p> <ul style="list-style-type: none"> <li>• Biology KS3 – topic 8B – we study deficiency diseases and malnutrition, the effects the deficiency disease has on the body and why it is essential we have a balanced diet. We also look at the need for different nutrients in our diet and what each nutrient provides for an organism.</li> </ul>
<p><b>Drugs, alcohol and tobacco</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>	<p><b>CHILDCARE (KS4)</b></p> <ul style="list-style-type: none"> <li>• impacts on babies where mothers have used tobacco, alcohol or drugs during pregnancy.</li> <li>• social and emotional issues connecting to parental addiction</li> <li>• potential for maltreatment associated with parental addiction</li> </ul> <p><b>CPA</b></p> <ul style="list-style-type: none"> <li>• In Drama, there are specific plays which are taught/studied which explore these issues.</li> </ul> <p><b>ENGLISH:</b></p> <ul style="list-style-type: none"> <li>• KS3 Transactional texts</li> <li>• KS4 Paper 2 Question 5</li> <li>•</li> </ul> <p><b>HISTORY:</b></p> <ul style="list-style-type: none"> <li>• The physical risks associated with alcohol and awareness of the dangers of drugs which are prescribed but still present serious health risks - <b>Taught in GCSE Medicine Through Time unit</b></li> </ul> <p><b>HEALTH AND SOCIAL CARE (KS4)</b></p> <ul style="list-style-type: none"> <li>• factors affecting health: smoking, drinking alcohol and drugs</li> <li>• impacts of smoking, drinking alcohol and drugs (physical, social and emotional)</li> <li>• Government guidance on drinking alcohol</li> <li>• Services to support individuals to reduce smoking, drinking alcohol and drugs</li> </ul> <p><b>HUB:</b></p> <ul style="list-style-type: none"> <li>• HUB PSHE curriculum (YGa) / (NDR)</li> </ul> <p><b>MFL:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to say how much people drink or smoke. they also learn how to speak about the negative impact of too much alcohol as well as</li> </ul>

		<p>how tobacco affects a person's health. They can also give opinions about drug taking.</p> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Unit RO41 Reducing the risk of sports injuries pupils learn how to recognise, minimise and respond to smoking/alcohol related medical conditions.</li> </ul> <p><b>PSHCE:</b></p> <ul style="list-style-type: none"> <li>• Drugs and health risks including cannabis and mental health – YR1010</li> <li>• Laws relating to drugs possession – YR10</li> <li>• Alcohol and addiction – YR9</li> <li>• Smoking harms – YR7</li> </ul> <p><b>PSYCHOLOGY (KS4)</b></p> <ul style="list-style-type: none"> <li>• Symptoms and features of addiction according to the ICD</li> <li>• How addiction affects individuals and society</li> <li>• Genetic explanation of addiction, including adoption studies, identified genes, and the strengths and weaknesses</li> <li>• Using CBT to treat addiction – methods, strengths and weaknesses</li> </ul> <p>Drug therapy as a treatment for addiction – purpose, uses for different types of addiction, strengths and weaknesses</p> <p><b>SCIENCE:</b></p> <ul style="list-style-type: none"> <li>• Biology KS3/KS4 – topics 8C/CB2/CB5 – we student the components of cigarettes at KS3 and how the major components negatively affect our health – particularly nicotine, smoke, carbon monoxide and tar.</li> </ul> <p>We also look at non communicable disease at KS4, diseases such as cirrhosis – the cause and effects and implications to society from excessive alcohol consumption. We also study how cancer is formed, that cells mutate and then uncontrollably divide, we look at benign and malignant cancers and the differences between the two</p>
<p><b>Health and prevention</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<p><b>BUSINESS:</b></p> <ul style="list-style-type: none"> <li>• The importance of sleep &amp; diet in the run-up to the exam component of the BTEC.</li> </ul> <p><b>CHILDCARE (KS4)</b></p> <ul style="list-style-type: none"> <li>• routines for children – following setting hygiene routines to keep children safe</li> <li>• supporting children's independence in self-care</li> </ul> <p><b>CPA</b></p> <p>In Dance and Drama (particularly Dance) pupils are taught about the importance of sufficient good quality sleep towards peak fitness and physical energy levels.</p> <p><b>ENGLISH:</b></p> <ul style="list-style-type: none"> <li>• Some texts cover these important topics</li> </ul> <p><b>FOOD</b></p>



- the importance of hygiene when preparing food
- hygiene regulation in a food provision
- risks of poor hygiene in food preparation areas causes, impacts and prevention of common pathogens associated with food provision (e.g. salmonella, e.coli)

**HEALTH AND SOCIAL CARE (KS4)**

- Factors affecting health: sleep, personal hygiene, environmental hygiene
- how to access support for issues associated with hygiene or sleep
- health indicators (pulse, BMI, Blood Pressure, peak flow) and their potential links to personal hygiene and sleep

**HISTORY:**

- Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics, and the facts and science relating to immunisation and vaccination. - Taught in GCSE Medicine Through Time unit

**HUB:**

- HUB PSHE curriculum (YGa) / (NDR)

**MATHS:**

Balancing work and relaxation time, getting a good night's sleep especially during times of potential stress eg revision.

**MFL:**

- Pupils learn how to describe their daily routine, what a good routine is and what good habits are, such as getting enough sleep, drinking enough water and saying what is wrong with them at a doctor's surgery or hospital.

**PE:**

- Unit RO41 Reducing the risk of sports injuries pupils learn how to recognise, minimise and respond to medical conditions relating to physical exercise.
- KS3 and KS4 Health related fitness modules verbally discuss the importance of sleep, nutrition and mental wellbeing, and their effects on exercise and health.

**PSHCE:**

- Benefits of sleep –YR10
- Self-examination & Screening – KS4

**SCIENCE:**

- Biology KS3/KS4 – topic 8D/CB5/triple – pupils learn about the hierarchy of classification and are first introduced to bacteria/fungi at KS3 – they only learn about their structure and how they reproduce at this level.
- At KS4 we specifically study communicable

		<p>diseases caused by bacteria, virus, fungi and protists – the symptoms of these infections/diseases and the transmission routes. We then study how to reduce the spread of pathogens including improved hygiene, isolation, destroying vectors and vaccinations. Pupils then study how vaccinations/drugs are made to treat communicable diseases and which drugs are administered depending on the type of pathogen that caused the infection/disease.</p> <ul style="list-style-type: none"> <li>• Triple science pupils learn about the life cycle of viruses and the study of the first antibiotic made by Fleming in 1928. They then conduct practical's on the effectiveness of antibiotics/antiseptics against specific bacteria – usually <i>E.Coli</i></li> </ul>
<p><b>Basic first aid</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.15</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>	<p><b>HUB:</b></p> <ul style="list-style-type: none"> <li>• Heart Start certificate</li> </ul> <p><b>ENGINEERING/CONSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Health and safety when using machinery and hand-tools throughout KS3 and KS4</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>• OCR Sports Science Unit RO41 Reducing the risk of sports injuries pupils learn how to recognise, minimise and respond to injuries and medical conditions.</li> <li>• KS3 Core PE pupils are taught the importance of warm ups to avoid injury.</li> </ul> <p><b>PSHCE:</b></p> <ul style="list-style-type: none"> <li>• Basic First Aid including: <ul style="list-style-type: none"> <li>- Treating Bleeds &amp; Asthma attacks – YR7</li> <li>- Choking &amp; Allergies – YR8</li> <li>- KS3 Basic Life Support &amp; Head injuries – YR9</li> <li>- KS4 Basic Life support &amp; Bone, Muscle and Joint Injuries – YR10</li> <li>- KS4 Chest Pain &amp; Choking – YR11</li> </ul> </li> </ul>
<p><b>Changing adolescent body</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>	<p><b>ENGLISH:</b></p> <ul style="list-style-type: none"> <li>• Some texts cover these important topics</li> </ul> <p><b>HEALTH AND SOCIAL CARE (KS4)</b></p> <ul style="list-style-type: none"> <li>• development through the life stages: adolescence – physical, intellectual, emotional and social changes</li> <li>• similarities and differences between sexes</li> <li>• impact of hormones on moods, education and social wellbeing</li> </ul> <p><b>HUB:</b></p> <ul style="list-style-type: none"> <li>• Science award (ASe)</li> <li>• PSHE curriculum (YGa)/ (NDR)</li> <li>• KS3 Circle time</li> </ul> <p><b>MFL:</b></p> <ul style="list-style-type: none"> <li>• Pupils talk about basic features of adolescent life in comparison to other age groups. They</li> </ul>

		<p>talk about basic gender differences and read surveys about adolescent lifestyles.</p> <p><b><u>PE</u></b></p> <ul style="list-style-type: none"><li>• Support areas for menstrual cycles covered in first PE lessons at the start of the year for all female pupils. This covers where/how to access help, how to help themselves/preparation what to bring to school etc.</li><li>• Verbal discussions with groups/individuals to include – how the body changes during exercise, where to access help, practicing good hygiene on a daily basis.</li></ul> <p><b><u>PSHCE:</u></b></p> <ul style="list-style-type: none"><li>• Puberty &amp; changes in adolescence, including emotional and physical changes – YR7</li></ul> <p><b><u>PSYCHOLOGY (KS4)</u></b></p> <ul style="list-style-type: none"><li>• Piaget's theory of cognitive development</li><li>• Kohlberg's theory of moral development</li><li>• Piaget's theory of moral development</li></ul> <p><b><u>SCIENCE:</u></b></p> <ul style="list-style-type: none"><li>• Biology KS3/KS4 – topics 7B/CB7 – at KS3 pupils learn about reproductive organs and the changes males and females go through during puberty. At KS4 we specifically study the endocrine system and the hormones responsible for such changes during puberty in males and females alike.</li><li>• We particularly study the menstrual cycle and the functions of FSH, LH, Oestrogen and Progesterone through the menstrual cycle, and how these hormones can then be utilised in ART therapy and in contraception.</li></ul>
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