



THE LIFE PROGRAMME 2016-17

	<b>Sex and Relationships Education*</b>	<b>British Values</b>	<b>Health</b>	<b>Careers and Finance</b>	<b>Equality, Diversity and Rights</b>
Year 7	<p><b>Session 1:</b> Feelings and emotions</p> <ul style="list-style-type: none"> <li>• What is self-esteem and how can it be affected?</li> <li>• How can I understand 'myself' better?</li> <li>• How am I likely to respond to and feel about different difficult situations?</li> <li>• How can I discuss and explain my emotions?</li> </ul> <p><b>Session 2:</b> What makes a good friend?</p> <ul style="list-style-type: none"> <li>• We recognise the qualities needed in making and keeping a friend.</li> <li>• We will discuss the skills needed in making new friends.</li> <li>• We will look at what strategies we need to develop in order to cope when friendships go wrong.</li> </ul>	<p><b>Session 1:</b> What does it mean to be British? What are our core values (personal, school, community, country, international) and how do these values influence our choices?</p> <p><b>Session 2:</b> Why are democracy and freedom of speech important? What are the consequences without?</p>	<p><b>Session 1:</b> Why is an active lifestyle important? How can we balance work, leisure, exercise and what is the importance of sleep?</p> <p><b>Session 2:</b> What are the physical and emotional changes of adolescence? What are the effects of change on mental health and wellbeing? Why is good personal hygiene important and how can it add to self-confidence and self-esteem?</p>	<p><b>Session 1:</b> What is a 'job'? What do we mean by the terms 'career', 'unemployment' and 'voluntary work'?</p> <p><b>Session 2:</b> What might I do when I grow up? We look at different work roles and career pathways and early aspirations. What are the key skills for employment?</p>	<p><b>Session 1 &amp; 2:</b> What is bullying and how do I get help? What is our school policy on bullying? What are some different forms of bullying and how can we deal with them? How can I be a positive advocate for anti-bullying?</p>
Year 8	<p><b>Session 1:</b> Difficulties with friendships: we will look at:</p> <ul style="list-style-type: none"> <li>• When it is important to say 'no' to a friend.</li> <li>• And practise ways of resisting</li> </ul>	<p><b>Session 1:</b> Why do we have laws? How do laws affect us? What laws affect me as a young person?</p>	<p><b>Session 1:</b> Healthy eating: What influences our food choices? What</p>	<p><b>Session 1:</b> What curriculum choices are available at the end of KS3? How might these choices</p>	<p><b>Session 1:</b> What is abuse? Where can I seek help?</p>

	<p>peer pressure.</p> <p><b>Session 2:</b> Making relationships work. We will explore our understanding of relationships and identify what is acceptable and unacceptable behaviour in a relationship. How can we manage difficult relationships? We will also begin to develop an awareness of different types of relationships.</p>	<p>(use of ICT and e-safety will be covered here )</p> <p><b>Session 2:</b> How does parliament work? We will investigate democracy through establishing a 'mini parliament'.</p>	<p>constitutes a healthy diet? What are eating disorders and how can people become affected by them?</p> <p><b>Session 2:</b> What are the positive and negative roles played by drugs in society? What are the consequences of misuse?</p>	<p>impact on a chosen career?</p> <p><b>Session 2:</b> What will I do when I leave school? We will look at further and higher education, apprenticeships and academic options.</p>	<p><b>Session 2:</b> What are my human rights as a young person? What are my rights as a member of the school community? What are my responsibilities? Where do I go for help if my human rights are undermined or ignored?</p>
Year 9	<p><b>Session 1:</b> Relationship skills: parents and carers. We consider the ways our actions may affect parents/carers and consider how issues might be resolved.</p> <p><b>Session 2:</b> We explore the rights and responsibilities within families and how these change as we grow older.</p>	<p><b>Session 1:</b> Youth crime: we look at the law as it affects young people. We will also look at the laws relating to the carrying of offensive weapons <b>Session 2:</b> Who are the main political parties in the UK? What do they stand for?</p>	<p><b>Session 1:</b> Facts about legal and illegal substances (drugs and alcohol)</p> <p><b>Session 2:</b> What are the risks and consequences of 'experimental' and 'occasional' substance use? We also look at the increasing prevalence of so-called 'legal highs'. We will signpost access to local health services and charities.</p>	<p><b>Session 1:</b> What are the laws relating to young people working in industry? What do we need to know about part-time work?</p> <p><b>Session 2:</b> What are the risks inherent in gambling? What are its consequences?</p>	<p><b>Session 1:</b> What is the difference between friendship groups and gangs? Why might someone join a gang? What are the risks? <b>Session 2:</b> Discrimination and stereotyping: what different forms of discrimination might people face in public, school and home? How might this affect aspirations?</p>
Year 10	<p><b>Session 1:</b> What is the impact of alcohol on relationships?</p> <ul style="list-style-type: none"> <li>To understand the effects of alcohol on the body</li> </ul>	<p><b>Session 1:</b> What would your political views be? How would they impact on society? How does</p>	<p><b>Session 1:</b> How do the media extort the concept of beauty? What impact does the media play in</p>	<p><b>Session 1:</b> What does it mean to be a consumer? What are your rights as a consumer? What is</p>	<p><b>Session 1:</b> What is extremism and intolerance? What examples of extremism do we</p>

	<ul style="list-style-type: none"> <li>To consider the ability to manage sexual health before and after alcohol</li> <li>To identify the impact of these choices on self-esteem and further consequences</li> </ul> <p><b>Session 2:</b> What is meant by 'choice' How am I able to exercise choice in my relationships? How can I make choices that will protect my sexual health? How might my choices impact on my emotional health?</p>	<p>democracy work in a school environment? What are my opportunities?</p> <p><b>Session 2:</b> We will launch a mock parliament session and debate current issues.</p>	<p>affecting young people's mental health? How does the increase in the advertising of cosmetic surgery impact on young people?</p> <p><b>Session 2:</b> How can I help myself recognise triggers to stress and anxiety? We will look at developing strategies for dealing with stressful situations. We will also look at how to identify the symptoms of anxiety and stress in others.</p>	<p>the impact of your purchasing choices on society?</p> <p><b>Session 2:</b> What are the routes post-16? What is the difference between A-level and BTEC courses? What is an entry requirement? How do I find out what they are for my chosen course? Why are Open Days important?</p>	<p>know of? What is meant by 'shame' and 'honour based' violence?</p> <p><b>Session 2:</b> What are the potential threats to the British values of democracy, tolerance, free speech and the rule of law? How might different viewpoints and practices conflict with these values?</p>
Year 11	<p><b>Session 1:</b> STIs: who can help?</p> <ul style="list-style-type: none"> <li>To raise awareness of how STIs and chlamydia are transmitted</li> <li>To support young people to discuss sexual health with real confidence</li> <li>To establish the link between sexual health services and education</li> </ul> <p><b>Session 2:</b> Contraception: information and where to get advice: we will look at</p> <ul style="list-style-type: none"> <li>Factual information about different methods of contraception</li> </ul>	<p><b>Session 1:</b> Positive and negative views of immigration: what has been the impact of these views on the UK?</p> <p><b>Session 2:</b> How are British values portrayed in the media? Is this a true reflection of the country's values?</p>	<p><b>Session 1:</b> Basic first aid. We learn to assess a dangerous situation and provide basic first aid. We also learn how to find sources of emergency help and give basic and emergency first aid</p> <p><b>Session 2:</b> What are the short and long-term consequences of substance use and misuse for the health and mental</p>	<p><b>Session 1:</b> What is the impact of your choices as a consumer on the environment? How are companies approaching ethical consumerism?</p> <p><b>Session 2:</b> What are the rights and responsibilities of employees at work? How do unions work? How does confidentiality work in the workplace? What laws govern</p>	<p><b>Session 1:</b> What does the term harassment mean? What forms does it take? What is acceptable conduct in the workplace?</p> <p><b>Session 2:</b> Tolerance, acceptance and diversity: What are the issues young people are facing today?</p>

	<ul style="list-style-type: none"> <li>To remind students of the preventative measures available to ensure good sexual health</li> </ul>		<p>and emotional wellbeing of individuals, families and communities?          What are the health risks related to second-hand smoke?</p>	<p>health and safety at work?</p>	
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**\* Parents have the right to withdraw their sons or daughters from the Sex and Relationships Education component of the Life Programme. They should inform the school by putting this in writing to the relevant Head of Year.**