
		Long Term Plan	Subject area - PSE	Area of learning – Health and Wellbeing	Department- KS3	Year- 1 –
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme or Topic	Health and Well being (health matters)	Relationships NB: Two puberty lesson to be taught in this unit as appropriate see appendix	Active Citizenship (attitudes and values)	Preparing for Lifelong learning (community participation)	Moral & Spiritual Development (attitudes and values – inc Curriculum Cymreig)	Sustainable development & global citizenship
Knowledge and skill areas covered KS3 Year 1	<p>> How to Manage transition – the knowledge and skills needed for setting realistic and personal targets and goals</p> <p>> How to maintain physical, mental & emotional health & well being What positively and negatively affects their physical, mental and emotional health.</p> <p>> To recognise their personal strengths and how this influences well being</p> <p>> To recognise that the way in which personal qualities, attitudes, skills & achievements are evaluated by others, affects confidence & self esteem</p> <p>> To accept helpful feedback or reject unhelpful criticism</p> <p>> To develop the skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness.</p> <p>> To recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it.</p>	<p>> How to maintain a variety of healthy relationships within a range of social/ cultural contexts</p> <p>> To explore the range of positive qualities people bring to relationships</p> <p>> The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (inc teams, class, friendships etc)</p> <p>> That relationships can cause strong feelings and emotions (inc sexual attraction) Understand the importance of friendship and to begin to consider love. If appropriate understand what expectations might be to have a boy friend / girlfriend</p> <p>> How to recognise and manage emotions within a range of relationships</p>	<p>> Rights and responsibilities as members of diverse communities, Bullying inc online safety</p> <p>> Recognise, clarify and if necessary challenge their own core values and how their values influence their choices</p> <p>> Recognise that they have the same rights to opportunities in learning and work as all other people</p> <p>> To respect equality and be a productive member of a diverse community.</p> <p>> How to deal with risky or negative relationships inc all forms of bullying (inc the distinct challenges posed by online bullying) Strategies for safely challenging bullying.</p> <p>> To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online / via text, abuse)</p> <p>> Know how to use the internet and mobile technology safely and responsibly</p> <p>> The potential risks of the online environment What to do and to whom to go when feeling unsafe</p>	<p>> Understanding money. Developing and understanding of the role and importance of money.</p> <p>> To raise awareness of how to use their own money responsibly</p> <p>>Consider their current source of financial income » consider how to budget both for the short and long term</p> <p>>Employment, wages and purchasing</p> <p>>How to make effective economic judgements and decisions</p> <p>>How do you get your money? ◊</p> <p>>How do you spend your money?</p> <p>>How do you save your money?</p> <p>>What is debt, how do you save money?</p> <p>>What is a bank?</p>	<p>>Uniqueness and difference</p> <p>>To develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise</p> <p>>Learn about themselves, their relationships with other children and adults both within and beyond the family, the distinctive Welsh culture and other cultures that are part of the diverse society in Wales.</p>	<p>>Wealth and poverty</p> <p>>Fairness and unfairness What's in our shopping basket / where does it come from</p> <p>>Refugees / migrant workers</p> <p>>Develop a sense of fairness and justice about the access to resources and wealth</p> <p>>Fair trade</p> <p>>Develop opinions about exploitation and poverty</p> <p>>Learn to value non material things as well as material goods</p> <p>>Recognise the rights of future generations to meet their basic needs Understand:</p> <p>>Inequalities exist between people within countries and between countries</p> <p>>How goods are produced and traded and what fair trade is and why it is important</p> <p>>Why people migrate</p>
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1

LNF Links KS 3 Year 1	<p>Using number skills: Use number facts and relationships Using data skills: Collect and record data Present and analyse data Interpret results Develop numerical reasoning: Identify processes and connections : transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution Literacy – Oracy Developing and presenting information and ideas Listening I listen carefully Reading; Locating, selecting and using information Reading strategies Writing: Organising ideas and information Meaning, purposes, readers</p>	<p>Using number skills: Use number facts and relationships Using data skills: Collect and record data Present and analyse data Interpret results Identify processes and connections : transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution Literacy – Oracy Developing and presenting information and ideas Speaking Organising ideas and information Structure and organisation</p>	<p>Using data skills: Collect and record data Present and analyse data Interpret results Identify processes and connections : transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution Literacy – Oracy Developing and presenting information and ideas Speaking Reading; Locating, selecting and using information Reading strategies</p>	<p>Identify processes and connections : transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution Using number skills: Manage money use different combinations of money to pay for items up to £2 and calculate the change • order and compare items up to £10 • record money spent and saved (extend or reduce as skills necessary) Using number skills: Fractions, decimals, percentages and ratio: halve 2-digit numbers in the context of number, money and measures Literacy – Oracy Developing and presenting information and idea Reading; Locating, selecting and using information Reading strategies</p>	<p>Develop numerical reasoning: Review Select from an increasing range of checking strategies to decide if answers are reasonable • interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible • draw conclusions from data and recognise that some conclusions may be misleading or uncertain Literacy – Oracy Listening • listen carefully and make connections between what they are learning and what they already know Reading: Responding to what has been read Response and analysis</p>	<p>Using number skills: Managing money; make comparisons between prices and understand which is best value for money Developing numerical reasoning Represent and communicate explain results and procedures clearly using mathematical language • refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready Literacy – Oracy Developing and presenting information and idea Speaking Reading: Responding to what has been read Comprehension</p>
	DCF Links KS 3 Year 1	<p>Communication: use different forms of digital communication, <i>e.g. experience and participate in simple voice video or text communications.</i> Storing and sharing: recognise digital work from a previous session. Save work by clicking an icon. save files to a specific location using an appropriate file name</p> <p>1.2 Health and well-being 1.4a Online behaviour and cyberbullying</p>	<p>1.4a Online behaviour and cyberbullying 1.2 Health and well-being</p>	<p>1.2 Health and well-being 1.4a Online behaviour and cyberbullying – classroom task ideas</p>	<p>1.2 Health and well-being</p>	<p>1.2 Health and well-being</p>
Cross curricular links	<p>Literacy ICT Citizenship</p>	<p>Science ICT</p>	<p>ICT Literacy</p>	<p>Numeracy Careers Citizenship</p>	<p>Curriculum Cymreig Citizenship Geography</p>	<p>Numeracy Geography Citizenship</p>


4 Purposes of the curriculum KS 3 Year 1	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society</p>	<p>Ambitious, capable learners who are ready to learn throughout their lives.</p>	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p>	<p>Enterprising, creative contributors who are ready to play a full part in life and work.</p>
	<p>Ambitious, capable learners who are ready to learn throughout their lives.</p>	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p>	<p>Enterprising, creative contributors who are ready to play a full part in life and work.</p>	<p>Ambitious, capable learners who are ready to learn throughout their lives.</p>	

	Long Term Plan	Subject area - PSE	Area of learning – Health and Wellbeing	Department- KS3	Year- 2
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
				Summer 2	

Theme or Topic	Health and Well being (health matters)	Relationships NB: Two puberty lessons to be taught in this unit as appropriate see appendix	Active Citizenship (attitudes and values)	Preparing for Lifelong learning (community participation)	Moral & Spiritual Development (attitudes and values – inc Curriculum Cymreig))	Sustainable development & global citizenship
Knowledge and skill areas covered KS 3 Year 2	<p><u>How to maintain physical, mental & emotional health & well being</u> <u>Food groups, hygiene, first aid</u> How to identify and access help, advice and support Develop positive attitudes towards themselves and others. The importance of and ways of taking increased responsibility for their own <u>physical health and personal hygiene.</u> The benefits of physical activity and exercise and the importance of sleep. To recognise and manage what influences their choices about exercise. What constitutes a <u>balanced diet</u> and its benefits (including the risks associated with both obesity and dieting) What might influence their decisions about eating a balanced diet How to respond in an emergency, including administering <u>first aid</u> To perform basic first aid and life saving skills To understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety.</p>	<p><u>Healthy relationships</u> How to maintain a variety of healthy relationships . Male and female / body parts. Physical and emotional changes Range of feelings within a relationship. Inc how to value themselves, recognise and communicate their feelings. Range of sexual attitudes, relationships and behaviours in society. The features of <u>positive stable relationships</u> (inc trust, mutual respect, honesty, equality) and those of unhealthy relationships) (Inc imbalance of power, coercion, control, abuse of any kind) The features of <u>safe and potentially abusive relationships.</u> <u>The role of marriage,</u> the importance of stable family relationships and the responsibilities of parents. Range of sexual attitudes, relationships and behaviours in society</p>	<p><u>Managing loss inc bereavement, separation and divorce, friendships and responsibility</u> inc how to identify and access appropriate advice and support Communicate confidently personal feelings and views through the range of appropriate methods Our response to bereavement and loss must be to provide an environment which is sensitive and compassionate to the needs of those needing to grieve consider the impact of the death Grief (sadness) is a normal emotional response to loss. Each loss is unique. There is no right or wrong way to grieve/express sadness. Grief is ongoing. Fear accompanies grief. Grief comes in waves. It is hard work, physically and emotionally. There can be many different reactions. Children and young people are as deeply affected by bereavement and loss as adults. We cannot know what the child or young person is feeling without asking them. Small losses can trigger memories of bigger losses from the past, evoking a corresponding intensity of emotion. Talk about feelings, such as: sad, angry, feeling responsible, scary, tearful, mixed up, depressed, wishing to die too Talk about funerals. Explain what happens there CRUSE has produced a very useful booklet called 'Caring for Bereaved Children'. □ Winston's Wish Family Line offers support, information and guidance to all those caring for a young person who has been bereaved. (Tel: 0845 20 30 40 5, www.winstonwish.org.uk). □ www.crusebereavementcare.org.uk (Information for Schools link) □ www.ncb.org.uk/cbn</p>	<p><u>Managing personal finances, responsibility for actions.</u> How personal financial choices can affect oneself and others and about rights and responsibilities as consumers. How to make informed choices and be enterprising and ambitious About the economic and business environment Managing personal finances Responsibility for actions</p>	<p><u>Different cultural and political values and religious beliefs.</u> Develop an insight into their values Show sensitivity towards the values of others Understand what they believe to be right and wrong actions and the moral dilemmas involved in life situations Understand the political, social, economic and cultural aspect of Wales Moral dilemmas Law and Order Concepts of fairness and justice encourage pupils' to think about and respect the feelings of others. The importance of motivation, perseverance, self-esteem and a positive disposition learn about different backgrounds and lifestyles, to respect them equally and appreciate the varied contributions that different cultures make to communities in Wales. • In order to be able to empathise with others explore their own personal and cultural identities and feelings, Experience and begin to develop an understanding of the different routines, customs and events that are important aspects of the cultures within Wales</p>	<p><u>Identity and culture</u> Learn music / art / games from different cultures Discuss show objects relating to different cultures Display a wide range of images of boys and girls, women and men in different activities and occupations Read dual-language story books, greetings etc Examine how the media portrays young people Discuss the sport racism campaign in football \explore the views of different faiths on an issue \study the role religion has played in Welsh society Explore the links between local communities and other countries and listen to the views of refugees or asylum seekers Knowledge of different aspects of culture can be developed including dress, language, diet and food, ways of eating, discipline, courtesy, traditions and customs, music, art, dance and literature. Develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures • treat (all) people from all cultural backgrounds in a respectful and tolerant manner, to develop an understanding of the diversity of roles that people play in different groups and communities, and to begin to question stereotyping. Personal</p>

LNF Links KS 3 year 2	<p>Using measuring skills Length, weight/mass, capacity: recognise that perimeter is the distance around a shape • use standard units of measure: – length: measure on a ruler to the nearest ½ cm – weight/mass: use 5g, 10g and 100g weights Time time events in minutes and seconds, and order the results • carry out practical activities involving timed events and explain which unit of time is the most appropriate Literacy – Oracy Developing and presenting information and ideas Collaboration and discussion Reading: Responding to what has been read Response and analysis</p>	<p>Developing numerical reasoning: Identify processes and connections Using number skills Use number facts and relationships Literacy – Oracy Developing and presenting information and ideas Collaboration and discussion</p>	<p>Developing numerical reasoning: Identify processes and connections Using number skills Use number facts and relationships Literacy – Oracy Developing and presenting information and ideas Listening Reading: Responding to what has been read Response and analysis Comprehension</p>	<p>Using number skills: Manage money Using data skills Collect and record data Present and analyse data Interpret results Literacy – Oracy Developing and presenting information and ideas Collaboration and discussion Reading: Responding to what has been read Response and analysis Comprehension Writing: Organising ideas and information Structure and organisation</p>	<p>Using data skills Collect and record data Present and analyse data Interpret results Develop numerical reasoning: Identify processes and connections : transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution Developing and presenting information and ideas Collaboration and discussion Reading: Responding to what has been read Response and analysis Comprehension Writing: Organising ideas and information Structure and organisation</p>	<p>Using measuring skills Length, weight/mass, capacity Develop numerical reasoning: Identify processes and connections : transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution Literacy – Oracy respond with flexibility to challenge assumptions and develop ideas • speak and listen confidently in a range of formal and informal situations. Reading: Responding to what has been read Response and analysis Comprehension Writing: Organising ideas and information Structure and organisation</p>
DCF Links	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being
Cross curricular links	Science Citizenship Careers Physical education Design and technology (food tech) ILS	Science Citizenship Physical education ILS	R.E Science English Citizenship	Cymreig Numeracy Careers	Curriculum Cymreig History / humanities R.E	Music Art Geography Languages RE Curriculum Cymreig


<p style="writing-mode: vertical-rl; transform: rotate(180deg);">4 Purposes of the curriculum</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p> <p>Enterprising, creative contributors who are ready to play a full part in life and work.</p>	<p>Enterprising, creative contributors who are ready to play a full part in life and work.</p> <p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Ambitious, capable learners who are ready to learn throughout their lives.</p> <p>Enterprising, creative contributors who are ready to play a full part in life and work</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p>	<p>Enterprising, creative contributors who are ready to play a full part in life and work.</p> <p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p>
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		Long Term Plan	Subject area - PSE	Area of learning – Health and Wellbeing	Department- KS3	Year- 3	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme or Topic		Health and Well being (health matters)	Relationships NB: Two puberty lessons to be taught in this unit as appropriate see appendix	Active Citizenship (attitudes and values)	Preparing for Lifelong learning (community participation)	Moral & Spiritual Development (attitudes and values – inc Curriculum Cymreig)	Sustainable development & global citizenship
Knowledge and skill areas covered KS 3 Year 3		<p><u>Self confidence and self esteem</u> Be enabled to explore their feelings, develop self awareness and self respect. To evaluate the extent to which their self confidence and self esteem are affected by the judgments of others and ways of managing this. To make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism Develop a responsible attitude towards personal relationships That identity is affected by a range of factors, inc the media and a positive sense of self How the media portrays young people, to recognise its possible impact on body image and health issues <u>Developing and presenting information and ideas</u> <u>Collaboration and discussion</u></p>	<p><u>Sex and relationships Education</u> How to maintain a variety of healthy relationships to develop parenting skills The <u>terms associated with sex, gender, identity and sexual orientation</u> and to understand accepted terminology About the <u>unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist</u> language and behaviour, the need to challenge it and how to do so. Gender issues</p>	<p><u>Rights and responsibilities the concept of consent in a variety of contexts</u> (inc sexual relationships where appropriate – not the nitty gritty just the right to say no.- appropriate and inappropriate touching) inc how to identify and access appropriate advice and support. That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent. That the seeker of consent is responsible for ensuring that consent has been given. How to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent. Learners should be made aware of situations in which they must not hide their feelings. For example, when it is necessary to protect themselves from harm, or when another person touching them in a way that makes them feel uncomfortable. Know to talk to a trusted adult about any feelings that trouble them Have access to relevant helpline numbers, websites and organisations</p>	<p><u>Responsibility for actions</u> <u>Respect and rules</u> How to develop employability, team work and leadership skills and develop flexibility and resilience. Actions and consequences,</p>	<p><u>Boundaries for behaviour</u> Discover some of the boundaries for behaviour (what they are/are not allowed to Expectations in a setting/school may not be consistent with those at home , teach the reasons for particular conduct. Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate themselves and exercise self-control Talk/communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate</p>	<p><u>Climate change</u> Recognise that individuals and groups can take action to educate and campaign There is a range of views as to how best combat climate change Make personal decisions and changes to combat global warming such as reducing energy, travel and food miles Understand; Climate can change with time The range of ways to both save and generate energy The difference between climate and weather The greenhouse effect and how human activity affects the global environment Causes of concern over, and implications of, climate change How renewable and non-renewable energy resources are used to generate electricity A review of technologies under development The links between lifestyle and Co2 emissions</p>

LNF Links Ks 3 Year 3	<p>Develop numerical reasoning: Identify processes and connections : transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution</p> <p>Literacy – Oracy Speaking Collaboration and discussion</p> <p>Reading: Responding to what has been read Comprehension</p>	<p>Develop numerical reasoning: Identify processes and connections : transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution</p> <p>Literacy – Oracy Speaking Collaboration and discussion</p> <p>Reading: Responding to what has been read Comprehension</p>	<p>Develop numerical reasoning: Identify processes and connections : transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution</p> <p>Literacy – Oracy Speaking Collaboration and discussion</p>	<p>Develop numerical reasoning: Identify processes and connections : transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution</p> <p>Literacy – Oracy Speaking Collaboration and discussion</p> <p>Reading: Responding to what has been read Comprehension</p> <p>Writing: Organising ideas and information Meaning, purposes, readers</p>	<p>Develop numerical reasoning: Identify processes and connections : transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution</p> <p>Literacy – Oracy Speaking Collaboration and discussion</p>	<p>Develop numerical reasoning: Identify processes and connections : transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution</p> <p>Using measuring skills Literacy – Oracy – listening</p> <p>Reading: Responding to what has been read Comprehension</p>
DCF Links	1.2 Health and well-being 1.4a Online behaviour and cyberbullying	1.2 Health and well-being 1.4a Online behaviour and cyberbullying	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	.2 Health and well-being
Cross curricular links	Science Citizenship	Science ICT	Global Citizenship	Careers	Geography Global Citizenship Curriculum Cymreig	Geography Science I.T. Curriculum Cymreig
4 Purposes of the curriculum	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p> <p>Ambitious, capable learners who are ready to learn throughout their lives.</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Ambitious, capable learners who are ready to learn throughout their lives.</p> <p>Enterprising, creative contributors who are ready to play a full part in life and work.</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p>	<p>Ambitious, capable learners who are ready to learn throughout their lives.</p> <p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p>


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme or Topic	Health and Well being (health matters)	Relationships	Active Citizenship (attitudes and values)	Preparing for Lifelong learning (community participation)	Moral & Spiritual Development (attitudes and values – inc Curriculum Cymreig)	Sustainable development & global citizenship
Knowledge and skill areas covered KS 4 year 1	<p><u>How to maintain physical, mental & emotional health & well being inc drugs, alcohol and tobacco.</u> How to make informed choices about health and wellbeing matters including <u>drugs, alcohol and tobacco.</u> How to assess and manage risks to health, and to keep themselves and others safe Support services available to them</p> <p>The range of emotions they experience and how to develop strategies for coping with negative feelings</p> <p>The factors that affect mental health and the ways in which emotional well being can be fostered.</p> <p>Factual information about <u>legal and illegal substances,</u> including alcohol, volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis.</p> <p><u>The law</u> relating to the supply, use and misuse of legal and illegal substances</p> <p>The personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which they start) and the benefits of not smoking including not harming others with second hand smoke.</p> <p>The safe use of prescribed and over the counter medicines.</p> <p>The risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'</p>	<p><u>Sex and relationships education;</u></p> <p>How to access professional health advice and personal support with confidence.</p> <p><u>safe relationships and the law</u></p> <p><u>Inc Child sexual exploitation CSE – content needs to be adapted as appropriate</u></p> <p>Article 34 of the UNCRC enshrines children and young people's rights to be protected from sexual exploitation. All children and young people are potentially at risk of being sexually exploited. Through exploring the features of safe and healthy relationships, schools can help learners to develop the skills to identify potential risks, stay safe and seek help if needed.</p> <p>Develop their interpersonal skills including negotiating behaviour in personal relationships.</p> <p>Domestic abuse, forced marriage, media pressure, representations of sexuality, power and gender stereotypes.</p> <p>About the law in relation to to consent (inc the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)</p>	<p><u>Politics – Democracy and Elections</u></p> <p>The main features of the major political parties in Wales</p> <p>The opportunities for young people to participate in decision making both locally and nationally.</p> <p>Local and national elections and representatives</p> <p>Local councillors AMs, MPs, MEPs</p> <p>Role of representatives</p> <p>School council elections</p> <p>Voting to influence and make changes</p>	<p><u>Target setting for own development – personal and learning. / Work related education.</u></p> <p>Be ambitious, adaptable and embrace learning opportunities. Be well organised and take responsibility for their actions and decisions related to learning</p> <p>Action planning;</p> <p>Strengths and weaknesses</p> <p>Consider opportunities / options for education / training. – the relevant opportunities available to them in education and training.</p>	<p><u>Discrimination and stereotyping</u></p> <p><u>Cultural identify – radicalisation</u></p> <p>Develop respect for themselves and others</p> <p>Value diversity and equal opportunities and be affronted by injustice, exploitation and denial of human rights</p> <p>Engage in practical involvement in the community</p> <p>The importance of access to unbiased information, including the internet, and be prepared to challenge views propagated by the media.</p> <p><u>Discrimination</u></p> <p>The unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community inc: workplace.</p>	<p><u>Choices and decisions</u></p> <p>Be interested in how global issues and current affairs affect them</p> <p>Respect for alternative points of view presented in a reasoned manner</p> <p>Appreciate the responsibilities that accompany peoples' rights</p> <p>Take personal responsibility for changing their own lifestyle as a response to local and global issues.</p> <p>Life choices we can make to offset the difference e.g.: fair-trade</p> <p>Understand:</p> <p>The links between political decisions and their own lives and how to influence political decisions</p> <p>Demonstrate active involvement in the community</p> <p>How the media influences both individuals and public opinion</p> <p>The international governance that exists through conventions from the EU and UN and other bodies</p>

LNF Links Key stage 4 year 1	<p>Using number skills Estimate and check Literacy – Oracy Developing and presenting information and ideas Collaboration and discussion</p> <p>Speaking Collaboration and discussion</p> <p>Reading: Locating, selecting and using information Reading strategies Responding to what has been read Comprehension Response and analysis</p>	<p>Using number skills Use number facts and relationships Literacy – Oracy Developing and presenting information and idea Listening</p> <p>Reading: Responding to what has been read Comprehension Response and analysis</p>	<p>Develop numerical reasoning: Represent and communicate</p> <ul style="list-style-type: none"> explain results and procedures clearly using mathematical language refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready <p>Literacy – Oracy Developing and presenting information and ideas Collaboration and discussion</p>	<p>Developing numerical reasoning Identify processes and connections</p> <ul style="list-style-type: none"> transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution select appropriate mathematics and techniques to use select and use suitable instruments and units of measurement <p>Literacy – Oracy Developing and presenting information and ideas Collaboration and disc</p> <p>Reading: Locating, selecting and using information Reading strategies Responding to what has been read Comprehension Response and analysis</p>	<p>Developing numerical reasoning Identify processes and connections</p> <ul style="list-style-type: none"> transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution select appropriate mathematics and techniques to use select and use suitable instruments and units of measurement <p>Literacy – Oracy Developing and presenting information and ideas listening</p> <p>Reading: Organising ideas and information Meaning, purposes, readers</p> <p>Writing: Organising ideas and information Meaning, purposes, readers</p>	<p>Developing numerical reasoning Identify processes and connections</p> <ul style="list-style-type: none"> transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution select appropriate mathematics and techniques to use select and use suitable instruments and units of measurement <p>Literacy – Oracy Developing and presenting information and ideas Collaboration and discussion</p> <p>Reading: Organising ideas and information Meaning, purposes, readers</p> <p>Writing: Organising ideas and information Meaning, purposes, readers</p>
DcF Links	1.2 Health and well-being 1.4a Online behaviour and cyberbullying	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being
Cross curricular	Citizenship Literacy Science (Yr2 Sumer1)	Science Citizenship	History Geography Curriculum Cymreig Citizenship	Careers Work related learning Citizenship	Geography History R.E.	Geography Media Studies Literacy Curriculum Cymreig
4 Purposes of the curriculum	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p> <p>Ambitious, capable learners who are ready to learn throughout their lives.</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Ambitious, capable learners who are ready to learn throughout their lives.</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Ambitious, capable learners who are ready to learn throughout their lives.</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Ambitious, capable learners who are ready to learn throughout their lives.</p> <p>Enterprising, creative contributors who are ready to play a full part in life and work.</p>

		Long Term Plan	Subject area - PSE	Area of learning – Health and Wellbeing	Department- KS4	Year- 2–
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme or Topic	Health and Well being (health matters)	Relationships	Active Citizenship (attitudes and values)	Preparing for Lifelong learning (community participation)	Moral & Spiritual Development (attitudes and values – inc Curriculum Cymreig)	Sustainable development & global citizenship


<p>Looking after yourself Accept personal responsibility for keeping the mind and body safe and healthy. Develop a responsible attitude for their own physical and mental health (ESDGC) Appreciate the role of a healthy environment in a healthy lifestyle (ESDGC) Understand: The links between environment and health including the impact of pollution on the health of individuals and communities How to evaluate a range of sources of health information, support and advice The need to exercise responsibly How to access local health services and other sources of support such as smoking cessation services of if concerned about own or others' alcohol or substance use. About cancer and cancer prevention, inc healthy lifestyles, testicular / breast self examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices. What to do if they are feeling unwell Strategies to overcome worries about seeking help and being a confident user of the NHS</p>	<p>Conception The importance of sexual health and the risks involved in sexual activity including potential child birth The statutory and voluntary organisations which support health and emotional well-being The range of sexual attitudes, relationships and behaviours in society Inc: the law – age of consent About readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that which the individual feels comfortable)</p>	<p>Prejudice Diversity and equal opportunity Prejudice – race and gender Discrimination and stereotyping Life in my shoes</p>	<p>Consumer rights Their consumer rights and how to seek redress To be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices</p>	<p>Moral dilemmas Right and wrong Friendship / conflict / bullying On line bullying Talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex/as well as ask questions about how and why special things should be treated with respect Evaluate decisions made, suggest alternative responses, and respond personally to simple imaginary moral situations giving reasons for decisions made; ask questions about what is important in life from a personal perspective and from the perspective of others.</p>	<p>Consumption and waste Resist external pressures to purchase goods and question their motives when buying goods (e.g.: fair trade) Take personal action and influence others to save energy and reduce consumption Understand: The interdependence of global economic systems How to reduce the environmental impact through the concept of an ecological footprint The meaning of lifecycle analysis of products and how it can be used Where things people consume come from and go to Ways to reduce their energy use and the energy use of others That waste can cause pollution</p>
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LNF Links Key stage 4 year 2	<p>Oracy: Listening consider the relevance and significance of information and ideas presented to them</p> <ul style="list-style-type: none"> listen to information and ideas and identify how they are presented to promote a particular view point, <i>e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions</i> <p>Literacy – Oracy Developing and presenting information and ideas – listening</p> <p>Reading: Responding to what has been read Comprehension</p>	<p>Developing numerical reasoning: Represent and communicate</p> <p>Literacy – Oracy</p> <p>Developing and presenting information and ideas – listening</p> <p>Reading: Responding to what has been read Comprehension</p>	<p>Developing numerical reasoning Identify processes and connections</p> <ul style="list-style-type: none"> transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution select appropriate mathematics and techniques to use select and use suitable instruments and units of measurement <p>Literacy – Oracy Developing and presenting information and ideas – listening</p> <p>Reading: Responding to what has been read Comprehension</p>	<p>Developing numerical reasoning Identify processes and connections</p> <ul style="list-style-type: none"> transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution select appropriate mathematics and techniques to use select and use suitable instruments and units of measurement <p>Literacy – Oracy Developing and presenting information and ideas – listening</p> <p>Reading: Responding to what has been read Comprehension</p> <p>Writing: Organising ideas and information Meaning, purposes, readers</p> <p>Writing accurately Language</p>	<p>Using data skills Collect and record data Present and analyse data Interpret results</p> <p>Literacy – Oracy</p> <p>Developing and presenting information and ideas – speaking</p> <p>Reading: Responding to what has been read Comprehension</p>	<p>Using measuring skills – Time Using number skills Calculate using mental and written methods Estimate and check</p> <ul style="list-style-type: none"> check subtraction using addition check halving using doubling check multiplication using repeated addition <p>Literacy – Oracy Developing and presenting information and ideas – listening</p> <p>Reading: Responding to what has been read Comprehension</p> <p>Writing: Organising ideas and information Meaning, purposes, readers</p> <p>Writing accurately Language</p>
DCF Links	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being
Cross curricular links	Physical education ILS / Food tech Science	I.C.T Science Curriculum Cymreig	Geography Citizenship	Citizenship WOW	Media studies Literacy Citizenship	Geography Science Citizenship Curriculum Cymreig
4 Purposes of the curriculum	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p> <p>Enterprising, creative contributors who are ready to play a full part in life and work.</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Enterprising, creative contributors who are ready to play a full part in life and work.</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Enterprising, creative contributors who are ready to play a full part in life and work</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Ambitious, capable learners who are ready to learn throughout their lives.</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p>

		Long Term Plan	Subject area - PSE	Area of learning – Health and Wellbeing	Department- KS5	Year- 1 –
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme or Topic	Health and Well being (health matters)	Relationships	Active Citizenship (attitudes and values)	Preparing for Lifelong learning (community participation)	Moral & Spiritual Development (attitudes and values – inc Curriculum Cymreig)	Sustainable development & global citizenship


<p>Personal Health The need to exercise responsibility for personal and group safety in social settings. The role of the state in promoting public health and emotional well-being. To assess and manage risks Inc; Associated with cosmetic and aesthetic procedures, inc tattooing, piercings, the use of sun lamps and tanning salons. How to recognise and follow health and safety procedures</p>	<p>The potential consequences of sexual activity for themselves and personal, STIs <u>exploitation – while they are no longer children they need to discuss sexual exploitation – healthy relationships</u></p> <p>STI's – these are a major cause of ill health and can have long term physical and psychological health consequences. Teaching about safer sex is one of the WAG key strategies for reducing the incidence of STIs, including HIV/AIDS. Teaching about STI's should help learners to; Develop assertiveness skills to enable them to avoid being pressured into unwanted or unprotected sex Clarify their knowledge of STI's including HIV/AIDS, condom use, safer sex Understand related risk taking behaviours Access local sexual health services. About STIs, including HIV/AIDS How to protect themselves and others from infection and how to respond if they feel they or others are at risk. The risks of unprotected sex.</p>	<p>ASDAN PSD – Rights and responsibilities <u>Their rights</u> e.g.: UN Convention on the rights of the child, and entitlement eg: extending entitlement. Their responsibility as young citizens in Wales, the UK and the EU Their responsibilities as young citizens in Wales. The principles of democracy in Wales, the UK and the EU (also following Brexit)</p>	<p>Enterprise The skills and qualities required to engage in enterprise., including seeing opportunity, managing risk, marketing, productivity, understanding the concept or quality, cash flow and profit. The importance of protecting their own and others' reputations; protecting their 'on line' presence, the concept of having a personal 'brand' that can be enhanced or damaged To assess and manage risk in relation to financial decisions that young people might make. To further develop study and employability skills (including time management, self-organisation, and presentation, project planning, team working, networking and managing online presence</p>	<p>Spiritual development Developing a sense of identity and self-worth. It is about growing personal insight and experience, exploring the meaning and purpose of life and reflecting on the awe and wonder of our shared human existence. It looks to explore and develop a student's spirit, soul, personality or character. Provide with opportunities to experience and respond to quiet and still times. Encourage to observe and reflect on natural phenomena (such as autumn colours, or shadows), listen to sounds around them (such as birdsong or classical music), or just be very quiet and think of something they think is beautiful. Values can be developed by giving opportunities to share their ideas about things that are important to them or something they are pleased about Develop a sense of belonging as they interact with others, their friends and members of the local community. This includes developing awareness of the cultural heritage of Wales and beginning to speak Welsh. Respond personally to simple imaginary moral situations, giving reasons for decisions made Express ideas and feelings creatively, explaining why they are significant. Ability to be reflective about their own beliefs, religious or otherwise. Interest in and respect for different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<p>Health Develop concern for their own health and the health of others in other parts of the world</p> <p>Understand: The links between a healthy lifestyle and physical and emotional well-being. Be concerned about the complex pressures preventing people from living a healthy lifestyle Appreciate that the ability of future generations to enjoy a healthy lifestyle is partly determined by the actions of present generations Ways in which health and quality of life can be improved in countries across the world Applications of science, medicine and technology are being used to improve health and quality of life in a variety of countries</p>
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LNF Links Key stage 5 year 1	<p>Developing numerical reasoning Identify processes and connections</p> <ul style="list-style-type: none"> transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution select appropriate mathematics and techniques to use select and use suitable instruments and units of measurement choose an appropriate mental or written strategy and know when it is appropriate to use a calculator estimate and visualise size when measuring and use the correct units <p>Literacy – Oracy Developing and presenting information and ideas – listening</p> <p>Reading: Locating, selecting and using information Reading strategies</p>	<p>Developing numerical reasoning Identify processes and connections</p> <ul style="list-style-type: none"> transfer mathematical skills to a variety of contexts and everyday situations identify the appropriate steps and information needed to complete the task or reach a solution select appropriate mathematics and techniques to use select and use suitable instruments and units of measurement choose an appropriate mental or written strategy and know when it is appropriate to use a calculator estimate and visualise size when measuring and use the correct units <p>Literacy – Oracy Developing and presenting information and ideas - listening Collaboration and discussion</p> <p>Reading: Locating, selecting and using information Reading strategies</p>	<p>Developing numerical reasoning Identify processes and connections transfer mathematical skills to a variety of contexts and everyday situations</p> <ul style="list-style-type: none"> identify the appropriate steps and information needed to complete the task or reach a solution <p>Using data skills Collect and record data Present and analyse data Interpret results</p> <p>Literacy – Oracy Developing and presenting information and ideas - listening Collaboration and discussion</p> <p>Reading: Responding to what has been read Comprehension</p>	<p>Developing numerical reasoning Identify processes and connections transfer mathematical skills to a variety of contexts and everyday situations</p> <ul style="list-style-type: none"> identify the appropriate steps and information needed to complete the task or reach a solution <p>Using number skills Use number facts and relationships Manage money</p> <p>Literacy – Oracy Developing and presenting information and ideas - listening Collaboration and discussion</p> <p>Reading: Responding to what has been read Comprehension</p>	<p>reasoning Identify processes and connections transfer mathematical skills to a variety of contexts and everyday situations</p> <ul style="list-style-type: none"> identify the appropriate steps and information needed to complete the task or reach a solution <p>Literacy – Oracy Developing and presenting information and ideas - listening Collaboration and discussion</p> <p>Writing: Organising ideas and information, structure and organisation</p>	<p>reasoning Identify processes and connections transfer mathematical skills to a variety of contexts and everyday situations</p> <ul style="list-style-type: none"> identify the appropriate steps and information needed to complete the task or reach a solution <p>Literacy – Oracy Developing and presenting information and ideas – listening</p> <p>Reading: Responding to what has been read Comprehension</p>
DCF Links	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being
Cross curricular links	ASDAN History	ICT Physical education Science	Citizenship History	WRE Citizenship Numeracy	RE Citizenship Physical education ILS	Geography Physical Education ILS
4 Purposes of the curriculum	<p>Enterprising, creative contributors who are ready to play a full part in life and work.</p> <p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p>	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p> <p>Ambitious, capable learners who are ready to learn throughout their lives.</p>	<p>Ambitious, capable learners who are ready to learn throughout their lives.</p> <p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Ambitious, capable learners who are ready to learn throughout their lives.</p> <p>Enterprising, creative contributors who are ready to play a full part in life and work.</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>

		Long Term Plan	Subject area - PSE	Area of learning – Health and Wellbeing	Department- KS5	Year- 2 –
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme or Topic	Active Citizenship (attitudes and values)	Relationships	Health and Well being (health matters)	Preparing for Lifelong learning (community participation)	Moral & Spiritual Development (attitudes and values – inc Curriculum Cymreig)	Sustainable development & global citizenship

<p>Personal Safety: Peer pressure and gang culture inc radicalisation Act as a positive role model The life experiences which enhance or damage self esteem and explore how best to cope with the demands of such situations. Gang culture. Laws relating to the carrying of offensive weapons (inc what might motivate someone to carry one and the range of consequences) Strategies for managing pressure to carry a weapon The difference between friendship groups and gangs (inc the risks posed by membership of gangs on individuals, families and communities) Strategies for managing pressure to join a particular group or gang and how to access appropriate support The difference between opinions and extreme radicalisation. To recognise when a relationship is unhealthy or abusive The unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape Strategies to manage this or access support for self or others at risk Think critically about extremism and intolerance in whatever forms they take (inc: religious, racist and political extremism, the concept of 'shame' and 'honour based' violence) To recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety</p>	<p>Sexual relationships and contraception: Knowledge of the different types of contraception, access to and availability of contraception. Access to and availability of contraception is a major part of the WAG strategy to reduce unintended teenage pregnancy. The focus should be on healthy relationships and the benefits of delaying sexual activity. Different types of contraception inc: emergency contraception and their effectiveness. The religious convictions of learners and their parents/carers should be respected. If not appropriate some details should be included then look at the issues of consent – right to say no, appropriate and inappropriate touching. Caring for themselves and their rights. Pregnancy inc abortion Understand abortion Gain skills to make informed decisions about unplanned pregnancy Develop their skills to make informed decisions about unplanned pregnancies Develop their communication skills and confidence to discuss issues such as abortion with peers, parents/carers and health professionals Explore moral considerations and appreciate the validity of opposing views in such a way that learners opinions do not become polarised. The religious convictions of learners and their parents/carers should be respected.</p>	<p>Personal lifestyle choices in the context of physical health and emotional well-being, considering the short and long term consequences of such decisions Strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing. The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders. Recognise and manage the triggers (for themselves or their friend) for unhealthy coping strategies, such as self harm and eating disorders; how to recognise when they or others need help – sources for help. How to take increased responsibility for maintaining and monitoring their own health Managing changes in personal relationships including the ending of a relationship</p>	<p>World of work Different types of work, including employment, self employment and voluntary wrk. That everyone has a 'career' which is their pathway through life, education and work About their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills. To identify own strengths, interest, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them About the laws and by laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks. About different work roles and career pathways, including clarifying their own aspirations. The benefits of being ambitious and enterprising in all aspects of life. Diversity of local and national employment . How their strengths, interest, skills and qualities are changing and how these relate to future employability. Develop their career identity, including how to maximise their chances when applying for education or employment opportunities.</p>	<p>Societies values and ethics understand that there are issues where there is disagreement in society and to understand why. developing an opinion about these different views and accepting other people's points of view as valid. willingness to make a decision and understand the consequences of it, including accepting right and wrong understanding and accepting of British law willingness to accept and understand ideas and attitudes different to their own Working effectively with each other and participating successfully in the community as a whole. willingness to participate in a variety of communities and social settings, including volunteering and charity work acceptance and engagement with the fundamental British values of democracy, including respect and tolerance of others in their actions and attitudes</p>	<p>Natural environment Draw or model an ecosystem Research examples of species loss and examples of breeding programmes Arguments for and against genetically modifying a crop Advocate support for conservation of natural habitats Appreciate the natural world as a source of inspiration and creativity Show informed concern for the quality of the natural environment near and far Act to protect biodiversity and local and global environments Understand: The principles of ecological sustainable development How human activity changes local and global environments</p>
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LNF Links Key stage 5 year 2	<p>reasoning Identify processes and connections transfer mathematical skills to a variety of contexts and everyday situations • identify the appropriate steps and information needed Literacy – Oracy Developing and presenting information and ideas Collaboration and discussion Reading: Locating, selecting and using information Reading strategies Responding to what has been read Comprehension</p>	<p>Developing numerical reasoning Identify processes and connections • transfer mathematical skills to a variety of contexts and everyday situations • identify the appropriate steps and information needed to complete the task or reach a solution • select appropriate mathematics and techniques to use • select and use suitable instruments and units of measurement • choose an appropriate mental or written strategy and know when it is appropriate to use a calculator • estimate and visualise size when measuring and use the correct units Literacy – Oracy Developing and presenting information and ideas Collaboration and discussion Reading: Locating, selecting and using information Reading strategies Responding to what has been read Comprehension</p>	<p>reasoning Identify processes and connections transfer mathematical skills to a variety of contexts and everyday situations • identify the appropriate steps and information needed Oracy: listening consider the relevance and significance of information and ideas presented to them • listen to information and ideas and identify how they are presented to promote a particular view point, <i>e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions</i> Literacy – Oracy Developing and presenting information and ideas listening Literacy – Oracy Developing and presenting information and ideas Collaboration and discussion Reading: Locating, selecting and using information Reading strategies Responding to what has been read Comprehension</p>	<p>reasoning Identify processes and connections transfer mathematical skills to a variety of contexts and everyday situations • identify the appropriate steps and information needed Using number skills Manage money Calculate using mental and written methods Estimate and check Literacy – Oracy Developing and presenting information and ideas Collaboration and discussion Literacy – Oracy Developing and presenting information and ideas Collaboration and discussion Reading: Locating, selecting and using information Reading strategies Responding to what has been read Comprehension Writing: Organising ideas and information Meaning, purposes, readers</p>	<p>reasoning Identify processes and connections transfer mathematical skills to a variety of contexts and everyday situations • identify the appropriate steps and information needed Using data skills Collect and record data Present and analyse data Interpret results Literacy – Oracy Developing and presenting information and ideas Collaboration and discussion Reading: Locating, selecting and using information Reading strategies Responding to what has been read Comprehension Writing: Organising ideas and information Meaning, purposes, readers</p>	<p>reasoning Identify processes and connections transfer mathematical skills to a variety of contexts and everyday situations • identify the appropriate steps and information needed Using data skills Collect and record data Present and analyse data Interpret results Literacy – Oracy Oracy: Listening; consider the relevance and significance of information and ideas presented to them • listen to information and ideas and identify how they are presented to promote a particular view point, <i>e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions</i> Reading: Locating, selecting and using information Reading strategies Responding to what has been read Comprehension</p>
DCF Links	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being
Cross curricular links	ASDAN Current affairs Careers	Science ILS	Physical education ILS	WOW Citizenship	Geography ECO Citizenship	Geography ASDAN Eco schools John Murrs award Curriculum Cymreig
4 Purposes of the curriculum Key stage 5 yr 2	<p>Ambitious, capable learners who are ready to learn throughout their lives.</p> <p>Enterprising, creative contributors who are ready to play a full part in life and work.</p>	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Enterprising, creative contributors who are ready to play a full part in life and work.</p> <p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Ambitious, capable learners who are ready to learn throughout their lives.</p> <p>Enterprising, creative contributors who are ready to play a full part in life and work.</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p>	<p>Ambitious, capable learners who are ready to learn throughout their lives.</p> <p>Enterprising, creative contributors who are ready to play a full part in life and work.</p> <p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p>

		Long Term Plan	Subject area - PSE	Area of learning – Health and Wellbeing	Department- KS5	Year- 3 –	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme or Topic	Health and Well being (health matters)	Relationships	Active Citizenship (attitudes and values)	Preparing for Lifelong learning (community participation)	Moral & Spiritual Development (attitudes and values – inc Curriculum Cymreig)	Sustainable development & global citizenship	
Knowledge and skill areas covered Key stage 5 year 3	<p><u>The safe and responsible use of information communication technology (inc safe management of own and others' personal data including images)</u></p> <p>How to manage any request or pressure to share an image of themselves or of others, who talk to if they have concerns When sharing explicit images may constitute a serious criminal offence (Sexting, online etc) To establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy. To recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography) Develop and awareness of exploitation, bullying , harassment and control posed by online abuse</p>	<p><u>Sex and relationships</u></p> <p>To consider different levels of intimacy and their consequences To acknowledge and respect the right not to have intimate relationships until ready. The nature and importance of marriage, civil partnerships and other stable, long term relationships for family life and bringing up children. That marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable. The roles and responsibilities of parents, carers and children in families. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting inc issues around breastfeeding) The characteristics and benefits of positive, strong, supportive, equal relationships.</p>	<p><u>Choices and decisions (ESDGC)</u></p> <p>Demonstrate active involvement in the community Show respect for a well balanced argument and willingness to engage in debate Participate in democratic elections and consultation processes Understand: the role played by non-governmental agencies Appreciate the responsibilities that accompany peoples' rights The international governance that exists through conventions from the EU, UN and other bodies</p>	<p><u>Personal development and stress management</u></p> <p>Strategies to manage strong emotions and feelings. Support for self harm, eating disorders, alcohol etc The role peers can play in supporting one another</p>	<p><u>Gambling / money management</u></p> <p>About gambling (including online) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support To explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environment) To recognise and manage the influences on their financial decisions, (inc managing risk, planning for expenditure, understanding debt and gambling in all its forms) To access appropriate support for financial decision making and for concerns over money, gambling etc.</p>	<p><u>Choices and decisions Inc wealth and poverty</u></p> <p>Question how their own actions might increase or decrease poverty Appreciate why equity and justice are necessary in a sustainable community Understand the challenges and impacts of globalisation for communities in different parts of the world The concepts of social and natural capital Be interested in how global issues and current affairs affect them A respect for alternative points of view presented in a reasoned manner</p>	

LNF Links Key stage 5 year 3	<p><u>reasoning Identify processes and connections</u> transfer mathematical skills to a variety of contexts and everyday situations • identify the appropriate steps and information needed <u>Using data skills Collect and record data Present and analyse data Interpret results</u> Literacy – <u>Oracy</u> Developing and presenting information and ideas Collaboration and discussion <u>Writing:</u> Organising ideas and information Meaning, purposes, readers <u>Reading:</u> Responding to what has been read; response and analysis</p>	<p><u>reasoning Identify processes and connections</u> transfer mathematical skills to a variety of contexts and everyday situations • identify the appropriate steps and information needed <u>Using data skills Collect and record data Present and analyse data Interpret results</u> Literacy – <u>Oracy</u> Developing and presenting information and ideas Collaboration and discussion</p>	<p><u>reasoning Identify processes and connections</u> transfer mathematical skills to a variety of contexts and everyday situations • identify the appropriate steps and information needed <u>Using data skills Collect and record data Present and analyse data Interpret results</u> <u>Oracy:</u> speaking present ideas and issues to meet the demands of different audiences • speak fluently and confidently, using a range of techniques, expressions and gestures respond with flexibility to challenge assumptions and develop ideas • speak and listen confidently in a range of formal and informal situations. <u>Writing:</u> Organising ideas and information Meaning, purposes, readers <u>Reading:</u> Responding to what has been read; response and analysis</p>	<p><u>reasoning Identify processes and connections</u> transfer mathematical skills to a variety of contexts and everyday situations • identify the appropriate steps and information needed Literacy – <u>Oracy</u> Developing and presenting information and ideas listening <u>Reading:</u> Responding to what has been read; response and analysis Locating, selecting and using information Reading strategies</p>	<p><u>reasoning Identify processes and connections</u> transfer mathematical skills to a variety of contexts and everyday situations • identify the appropriate steps and information needed <u>Using data skills</u> Collect and record data Present and analyse data Interpret results Using number skills <u>Manage money</u> Literacy – <u>Oracy</u> Developing and presenting information and ideas Collaboration and discussion <u>Reading:</u> Responding to what has been read; response and analysis</p>	<p><u>Using number skills</u> Manage money <u>reasoning Identify processes and connections</u> transfer mathematical skills to a variety of contexts and everyday situations • identify the appropriate steps and information needed <u>Using data skills Collect and record data Present and analyse data Interpret results</u> Literacy – <u>Oracy</u> Oracy Listening: eg: consider the relevance and significance of information and ideas presented to them • listen to information and ideas and identify how they are presented to promote a particular view point, <i>e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions</i> <u>Oracy:</u> speaking present ideas and issues to meet the demands of different audiences • speak fluently and confidently, using a range of techniques, expressions and gestures <u>Reading:</u> Responding to what has been read; response and analysis Comprehension</p>
DCF Link	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being	1.2 Health and well-being
Cross curricular links	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">4 Purposes of the curriculum Key stage 5 Year 3</p>	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p> <p>Ambitious, capable learners who are ready to learn throughout their lives.</p>	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Ambitious, capable learners who are ready to learn throughout their lives.</p>	<p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p> <p>Ambitious, capable learners who are ready to learn throughout their lives.</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Healthy, confident individuals who are ready to lead fulfilling lives as valued of society</p>	<p>Ethical, informed citizens who are ready to be citizens of Wales and the world.</p> <p>Ambitious, capable learners who are ready to learn throughout their lives.</p>
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