

ACADEMIC CURRICULUM

STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
HUMANITIES	Geography	<p>To enrich pupils' learning experience by underpinning geographical themes with skills that are transferrable in their education and adult life.</p> <p>To study the “why of where.”</p> <p>To provide opportunities for pupils to learn about human and natural phenomena, and the interaction of both.</p> <p>To enable pupils to become observers and analysts of space, place, and environment on scales from the local to the global.</p> <p>To introduce pupils to a multifaceted discipline that bridges the social sciences, the humanities, and the physical sciences.</p>	<p>Weather and climate Understand the difference between weather and climate and the basic principles, processes and patterns of weather and climate</p> <p>Climate change Identify and classify the causes of climate change and to understand that action to face climate change requires international agreement and collaboration.</p> <p>Russia The physical landscape, climate and natural environment of Russia. How Russia’s physical geography has influenced its human geography.</p> <p>Glaciation Understand how erosion, deposition and transportation create and change landforms and to identify and understand how people use glacial landforms</p> <p>What is an economy? Understand geographical terms and ideas – economy, trade, ports, globalisation, containerisation and economic sectors</p> <p>The Middle East Know the physical landscape of the Middle East and to understand the changing state of development across the countries of the Middle East</p>
	History	<p>To enable pupils to gain a coherent knowledge and understanding of Britain’s past and that of the wider world.</p> <p>To inspire pupils' curiosity to know more about the past.</p>	<p>The First World War Causes events and results of the war that ushered in the Modern age.</p> <p>The Russian Revolution</p>



		<p>To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>To help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	<p>Propaganda and development. How the world's last major autocratic regime killed itself.</p> <p>Rise of the Nazis How did an entire country get swept up in the "Hitler Hysteria"? What does this tell us about our own time?</p> <p>The Second World War Total War and its impact.</p> <p>The Holocaust The journey from persecution to murder to genocide.</p> <p>The Middle East From the creation of Israel to the invasion of Iraq, the story that continues to destabilise our world.</p>
	RS	<p>To enable learners to respond to a global landscape of religious belief and diversity.</p> <p>To help our children and young people to hold balanced and well informed conversations about religion and belief.</p> <p>To engender an interest in exploring, understanding and showing respect for different faiths and cultural diversity.</p> <p>To develop a knowledge and acceptance of religions and worldviews.</p> <p>To examine theology, philosophy and social science within a historical context.</p> <p>To foster the ability to "disagree agreeably".</p>	<p>Philosophy God's Existence – The Argument from Design God's Existence – The Argument from First Cause God's Existence – The Argument from Morality Arguing Against the Existence of God The Problem of Evil and Suffering Assessment – 'Philosophers have proved beyond doubt that God exists'</p> <p>History of Christianity The Rise of Christianity The Great Schism The Protestant Revolution The Spread of Christianity Worldwide The Authority of the Bible</p> <p>Eastern Religions Islam Hinduism Sikhism</p>
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<p>LANGUAGES AND LITERATURE</p>	<p>English</p>	<p>To instil a life-long love and enthusiasm for reading, writing and the spoken word.</p> <p>To promote an appreciation for the art of effective and eloquent communication.</p> <p>To recognise the value of words above everything and develop a culture of word-consciousness where students are able to use vocabulary effectively.</p> <p>To deliver creative, engaging and innovative lessons which develop curiosity and confidence in writing, reading and oral communication skills.</p> <p>To enable pupils to work independently and as part of a community, supporting one another in their learning journey.</p> <p>To nurture imagination and creativity within our pupils, allowing them to explore their own love and curiosity for language and literature.</p>	<p>Modern Text – Of Mice and Men Students will begin to develop an understanding of GCSE requirements whilst enriching their experience of Language and Literature. Students will read and study the novella in its entirety, focusing on Steinbeck’s use of language, structure, setting, themes and characterisation. They will also develop an appreciation for the time in which the novel was set and consider the contextual issues which may have influenced Steinbeck’s ideas.</p> <p>Non-Fiction Crime Writing Students will analyse a range of non-fiction extracts based on the common theme of crime. They will predominantly focus on growing their understanding of the conventions of argumentative, persuasive and informative writing. Students will then be expected to demonstrate these skills in their own writing.</p> <p>19th Century Crime Fiction – Sherlock Holmes Students will read and study a short story based on the Adventures of Sherlock Holmes by Arthur Conan-Doyle. Throughout this, students will gain valuable insight into the contextual issues surrounding 19th Century Literature as well as growing an appreciation for the writer’s use of methods and techniques.</p> <p>Modern Play – The Crucible Students will read the entire play in lessons and will analyse the playwright’s use of language and methods. They will also explore the social and historical context of the novel.</p> <p>Unseen Poetry Anthology – People and Places Students will learn poetic language devices and the skills to annotate a poem in depth and detail. They will also learn to structure a response to poetry based on a range of ‘unseen’ poems.</p> <p>Power and Conflict Poetry – AQA GCSE Anthology</p>
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			Students will begin to study the GCSE English Literature course and will start to read, analyse and annotate some of the poems taken from the AQA GCSE Power and Conflict Anthology
	MFL	<p>To foster a love of language and curiosity about the wider world.</p> <p>To reach out and communicate with people who don't speak our language</p> <p>To make friends in other countries</p> <p>To improve our understanding of other cultures, and thereby of our own</p> <p>To give our brains a workout</p>	<p>Due to the period of lockdown, Y9 will spend the first half term revising topics and skills covered in Y8, in order to ensure that pupils are confident with the key skills of Y8 before embarking on further study. We will focus attention particularly on perfect tense verb forms of regular and key irregular verbs, modal verbs and negative forms. Y9 will sit a diagnostic assessment (listening, reading and translation into English) at the beginning of term to ascertain their level of French post-lockdown. Writing will be assessed at the end of the half term.</p> <p>Ma vie sociale d'ado Talking about social media, arranging to go out, using direct object pronouns and three tenses.</p> <p>Bien dans sa peau Healthy lifestyles and parts of the body, using il faut + infinitive, depuis + present tense, introduction to the future tense.</p> <p>A l'horizon Future life and job plans, the value of languages, what your life will be like. Consolidating future tense, imperfect tense and modal verbs vouloir and pouvoir.</p> <p>Question de vacances Holidays in various forms- describing a holiday disaster, imagining an adventure holiday, visiting tourist attractions. Grammar foci- questioning using inversion, the pronoun y, the conditional mood, and combinations of tenses.</p> <p>Moi dans le monde</p>

			<p>A look at wellbeing-what makes us happy, what is important to us.</p> <p>Grammar foci- expressions using avoir, si clauses, personal direct object pronouns, si clauses and complex structures.</p>
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STEM	Computing	<p>To prepare our pupils for an ever changing work climate.</p> <p>To educate our pupils to become good digital citizens.</p> <p>To provide our pupils with creative opportunities to represent their ideas in different forms</p>	<p>E-Safety Advanced e-safety with students to be aware of the dangers of grooming, cyber-attacks such as DDOS, malware and viruses.</p> <p>Binary and Data Representation Building on binary knowledge from Year 8 and looking at other ways computers represent data such as images and sound.</p> <p>Introduction to Business Teaser topic before options. Using computing and entrepreneurial skills, students will conduct market research for a business idea. They can utilise their animation, design and programming skills for their marketing.</p> <p>Programming – Visual Basic Introduction to text-based programming, students will use Visual Basic, accessible in Excel. The topic will build on the block-based programming from Scratch allowing students to develop a more enhanced programme. Students should be able to create their own calculator by the end of the topic.</p> <p>Ethical and Legal Issues Students to discover and discuss the ethical and legal issues that accompany the world of Computing such as technological waste, data protection act, GDPR and copyright (links with Creative iMedia).</p> <p>Enterprise and Office Skills No Computing provision in KS4 so students will be equipped with efficient ways to use computers in any subject area and business. Office skills, keyboard shortcuts and digital fraud awareness.</p>



	<p>Maths</p>	<p>To enable pupils to develop and apply problem solving skills, encouraging a resilient and enthusiastic attitude towards challenge.</p> <p>To encourage pupils to develop their mathematical thinking through a curriculum that develops a deeper understanding as a result of its mastery approach.</p> <p>To inspire an enjoyment in and appreciation of the beauty of mathematics and its appearance in everyday life as well as the impact the skills developed can have</p>	<p>We begin teaching GCSE Edexcel Maths in Year 9</p> <p>Higher Tier Number Algebra Interpreting and representing data Fractions, ratio and percentages Angles and trigonometry Graphs Area and volume Transformations and constructions</p> <p>Foundation Tier Number Algebra Graphs, tables and charts Fractions and percentages Equations, inequalities and sequences Angles Averages and range Perimeter, area and volume 1</p> <p>https://qualifications.pearson.com/en/qualifications/edexcelgcse/mathematics-2015.html</p> <p>(See Core Skills & Knowledge Maps on school website for more specific detail regarding content that is covered)</p> <p>https://www.phs.woodard.co.uk/936/academic-curriculum/subject/10/maths</p> <p><i>We will be adapting our curriculum for COVID-19 catch up by including missed topics from Year 8 Science. We will ensure that more teaching time than normal is dedicated on topics linked to Photosynthesis/Respiration, Chemical reactions and Evolution/Inheritance for 2020-21 as these topics were not taught in school prior to school closure.</i></p>
	<p>Biology</p>	<p>To develop in all pupils an appreciation of how Science works and a wider curiosity about the world they live in.</p> <p>To develop the problem solving skills of all our pupils and their resilience in tackling problems in everyday life after they leave education.</p>	<p><i>We will be adapting our curriculum for COVID-19 catch up by including missed topics from Year 8 Science. We will ensure that more teaching time than normal is dedicated on topics linked to Photosynthesis/Respiration, Chemical reactions and Evolution/Inheritance for 2020-21 as these topics were not taught in school prior to school closure.</i></p>



		<p>To harbour in all our pupils a love and passion for Science and to inspire the next generation of Scientists.</p>	<p>We begin teaching GCSE Biology in Year 9 Combined & Separate Term 1: Cells Term 1: Cells Term 2: Animal Tissues, organs and organ systems Term 2: Organ systems Term 3: Communicable Disease Term 3: Communicable Disease and treatment https://www.aqa.org.uk/subjects/science/gcse/biology-8461 https://www.aqa.org.uk/subjects/science/gcse/combined-sciencetrilogy-8464 (see Core Skills & Knowledge Maps on school website for more detail regarding specific content that is covered) https://www.phs.woodard.co.uk/936/academic-curriculum/subject/15/science</p>
Chemistry		<p>To develop in all pupils an appreciation of how Science works and a wider curiosity about the world they live in.</p> <p>To develop the problem solving skills of all our pupils and their resilience in tackling problems in everyday life after they leave education.</p> <p>To harbour in all our pupils a love and passion for Science and to inspire the next generation of Scientists.</p>	<p><i>We will be adapting our curriculum for COVID-19 catch up by including missed topics from Year 8 Science. We will ensure that more teaching time than normal is dedicated on topics linked to Photosynthesis/Respiration, Chemical reactions and Evolution/Inheritance for 2020-21 as these topics were not taught in school prior to school closure.</i></p> <p>We begin teaching GCSE Chemistry in Year 9 Combined & Separate Term 1: Atomic Structure Term 1: Periodic Table Term 2: Bonding, structure and properties of matter Term 3: Rates and extent of chemical change https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462 https://www.aqa.org.uk/subjects/science/gcse/combined-sciencetrilogy-8464</p>

			<p>(see Core Skills & Knowledge Maps on school website for more detail regarding specific content that is covered)</p> <p>https://www.phs.woodard.co.uk/936/academic-curriculum/subject/15/science</p>	
	Physics	<p>To develop in all pupils an appreciation of how Science works and a wider curiosity about the world they live in.</p> <p>To develop the problem solving skills of all our pupils and their resilience in tackling problems in everyday life after they leave education.</p> <p>To harbour in all our pupils a love and passion for Science and to inspire the next generation of Scientists.</p>	<p><i>We will be adapting our curriculum for COVID-19 catch up by including missed topics from Year 8 Science. We will ensure that more teaching time than normal is dedicated on topics linked to Photosynthesis/Respiration, Chemical reactions and Evolution/Inheritance for 2020-21 as these topics were not taught in school prior to school closure.</i></p> <p>We begin teaching GCSE Physics in Year 9 Combined & Separate Sciences</p> <p>Term 1: Forces Term 1: Forces Term 2: Energy Term 2: Energy Term 3: Energy resources Term 3: Particle Model of Matter</p> <p>https://www.aqa.org.uk/subjects/science/gcse/physics-8463 https://www.aqa.org.uk/subjects/science/gcse/combined-sciencetrilogy-8464</p> <p>(see Core Skills & Knowledge Maps on school website for more detail regarding specific content that is covered)</p> <p>https://www.phs.woodard.co.uk/936/academic-curriculum/subject/15/science</p>	
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PRACTICAL AND PERFORMANCE	Art	<p>To foster a love and appreciation for art, craft and design.</p> <p>To enable pupils to interpret the world around them and the numerous images that they will encounter every day.</p> <p>To develop pupils' artistic skills in a range of media.</p> <p>To prepare pupils to achieve success in external examinations.</p> <p>To develop in our pupils transferable skills which prepare them for the world of work.</p>	<p>Autumn Term – Peppers Observational Drawing Still Life Colour Theory Mixed Media exploration/ Development Art History/ Research – Cezanne, Caravaggio, Picasso Presentation</p> <p>Spring Term – Portraits Observational Drawing Formal Elements, emphasis on shape and form. Composition Art History/Research - Warhol (Pop Art) Norman Rockwell, Picasso, Chuck Close</p> <p>Summer Term – Journal Current affairs Exploration of media on surfaces Technique development Art History/ Research – Current affairs, Joseph Cornell, Imagination Source material Gathering Layering and collage</p>
	Drama	<p>To develop both Drama specific skills and transferable interpersonal and intrapersonal skills such as empathy, tact, teamwork and confidence which will equip pupils with the necessary skills to be successful in the world of work whether they choose a career in the Creative Arts or not.</p> <p>To provide a diverse and engaging curriculum which provides stimulating learning experiences that have strong cross curricular links.</p> <p>To provide the opportunity for all pupils to engage with professional theatre performances both live and recorded as well as workshops with industry professionals.</p> <p>To encourage pupils to explore current issues, challenge themselves and take risks in a safe creative environment,</p>	<p>Autumn Term Stanislavski and Baseline performance of an extract- C2 GCSE link. Naturalism Actor Training</p> <p>Spring Term Know Thy Neighbour Devised Project- C1 GCSE link. Preparation for Year 9 Exam- C3 GCSE link.</p> <p>Summer Term Performance and exploration of an extract from a text. C2 GCSE link.</p>



	<p>whilst creating responsible and independent learners who are able to be resilient in the face of challenges both individually and collaboratively.</p>	
Food	<p>To develop not only a love of cooking but also a deep understanding of how food is produced and the vital role it plays in good health.</p> <p>Science of food and Practical skills is important in year 9 to prepare for GCSE</p> <p>To enable pupils to create exciting meals that are well presented.</p> <p>To ensure that pupils have a clear and in depth understanding of the nutrients within the dishes that they create.</p> <p>To ensure that pupils know not only the nutritional value of foods but also the function of those nutrients and the effect they have on health.</p> <p>To give pupils a good understanding of Food Science and how food processes work.</p>	<p>Skills and Science of Food project Designing Food/meals from the Eatwell guide Food science practical – gelatinisation Cheese sauce practical Lasagne and macaroni cheese (Macaroni is a recap) Risotto practical Food Science – Yeast in bread making Bread shaping practical Raising agents – chemical, mechanical, bacterial Aeration practical – swiss roll, cheese cake Sauce types- emulsification Cholesterol and fats (saturated/unsaturated) Sugar and the function in baked products Series of practical sessions/ sugar spinning (some classes)/cakes</p>
Music	<p>To make a unique contribution to the learning of pupils at Polam Hall School.</p> <p>To give pupils access to a wide range of practical activities which enables them to progress with their musical skills and knowledge whilst building their confidence as individuals.</p> <p>To teach pupils the styles, genres and traditions involved in music making through a varied programme of study upholding the expressed aims of the National Curriculum.</p>	<p>Autumn Term The Waltz and Romantic Music The Popular Song Spring Term Musicals and Opera Summer Term Disco and Dance</p>



	<p>PE</p> <p>To offer a broad range of physical activities and sports to stretch and inspire all pupils to their highest possible levels of performance.</p> <p>To establish self-esteem through the development of physical confidence and competence.</p> <p>To offer competitive sports at a range of levels.</p> <p>To stimulate and maintain pupils' interest and enjoyment in PE in order to lead a healthy active lifestyle.</p>	<p>Sports & Physical Activities we teach include but are not exclusive to: Netball, Rugby, Football, Basketball, Handball, Badminton, Table Tennis, Trampoline, Dance/Fitness, Cross Country, Rounders, Cricket, Tennis, Athletics. Sports Leadership</p> <p>Basic GCSE Theory topics include: Fitness testing (MSFT, cooper run, illinois agility run, stork stand, ruler drop, vertical jump, sit & reach, 30m sprint, press ups, sit ups, wall toss), Muscular contractions (isotonic (concentric & eccentric) isometric, antagonistic pairs) Cardiovascular system (heart, HR, SV, CO, changes during exercise). Aerobic/Anaerobic exercise (different types of activity, equations). Healthy lifestyle choices.</p> <p>Pupils will be taught to:</p> <ol style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Develop their technique and improve their performance in other competitive sports. Exploring and communicating ideas, concepts and emotions in dance. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems.
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CONCORDIA CRESCIMUS CURRICULUM

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
SPORT AND THE OUTDOORS	<p>To develop skills of teamwork, responsibility and leadership through the experience of a range of sports and outdoor activities.</p> <p>To experience both winning and losing in order to develop resilience, sportsmanship, respect for others and for the rules of the game.</p> <p>To develop lifelong healthy lifestyle habits that improve self-esteem and positive mental and physical health.</p>	<p>Duke of Edinburgh, including expedition CCF Sports Day House Sports and challenges Football and Netball Trip to Malaga Representing Polam Hall in fixtures, friendlies and festivals: Cross Country Swimming Athletics Golf, if playing outside school, Netball – girls Basketball - boys Football Rugby Badminton Tennis Cricket - boys Rounders - girls Activities Programme Football Netball Gardening Sports Leaders Extra-Curricular Activities See published termly details Dance: Ballet and Tap</p>



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CREATIVITY	<p>To develop the skills, confidence and imagination required to solve problems, take risks and innovate.</p> <p>To understand how creative fields, such as the arts, enhance our lives and how they inform our culture, heritage and British Values.</p> <p>To cultivate the ability to express oneself creatively in a range of fields.</p>	<p>House Art Competition House Creative Writing Competition House Quiz Monthly Creative Writing Competition The Polam Press</p> <p>Activities Programme</p> <p>Street Art Science Club Coding Film Club Chess Cartoons and Comic Strips Forbidden Baker Table Top Games and Activities Polam Press and Journalism Russian Bike Maintenance</p> <p>Extra-Curricular Activities</p> <p>See published termly details Theatre Visits Opera Visits</p>

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PERFORMANCE	<p>To develop the confidence necessary to perform in front of an audience and appreciate the importance of constructive feedback in learning how to improve.</p>	<p>House Plays House Music Class Readings Carol and Advent Services Candlelight</p>

	<p>To engage in creative collaboration, learning how to work as a team and the importance of individual contributions to a collective effort.</p> <p>To improve communication and language skills so that our pupils can communicate effectively with others with confidence.</p>	<p>Activities Programme Drama and Theatre Skills Guitar Heroes Hot Topics - Discussion and Debate We Love the Musicals TUFS Thumbs Up for Shakespeare</p> <p>Extra-Curricular Activities See published termly details Choir Vocal Ensemble Wind Ensemble Senior School Production School Concerts Individual Music and Singing lessons as requested</p>
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STRAND	CURRICULUM INTENT	CONTENT SUMMARY
VOLUNTEERING AND MEMBERSHIP	<p>To understand the moral imperative to serve others in order to promote a better and fairer society, developing a lifelong commitment to charity and service.</p> <p>To develop leadership skills and understand the importance of taking responsibility for others both as a leader and as a member of an organisation.</p> <p>To develop the resilience and the confidence to lead and to serve those who are in need.</p>	<p>House membership School Council Representatives Faculty Prefects CC Champions hosting and guiding visitors Anti-Bullying Ambassadors Sports Leaders Litter Patrol Jack Frost and Sunshine Parties for Darlington Town Mission Calendared charitable events Pupil-led charitable events</p> <p>Activities Programme Polam Volunteers</p> <p>Extra-Curricular Activities</p>



		See published termly details Interact Polam Heritage Society
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WORLD OF WORK	<p>To understand the world of work by experiencing a wide range of interactions with institutions and people from different careers.</p> <p>To develop an understanding of ones' own interests and aptitudes, how these could be used in the world of work and for this to lead to career planning which connects current endeavour in school to future outcomes.</p> <p>To develop high ambitions and expectations for the future, along with good career management and employability skills, influenced by independent careers advice and guidance.</p>	<p>Careers Weeks activities and assembly Grofar on-line careers provision 1:1 interviews and options guidance Options process including outside speakers and providers Teesside University visit Enterprise Day Additional mentoring for DAP Curriculum area careers suggestions Access to Careers Hub resources and support Jigsaw PSHE Big Question: Who do I dream of becoming?</p>

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
NOSCE TE IPSUM (PSHE)	<p>To develop the knowledge, skills and attributes needed to manage the critical opportunities, challenges and responsibilities that young people will face as they grow up and in adulthood.</p> <p>To understand how to keep oneself safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media and to know how to keep oneself healthy, both emotionally and physically.</p>	<p>Autumn 1: <u>Being in my World</u> Focus word: <i>identity</i> To what extent does the world I live in affect my identity? Perceptions about intimate relationships Consent Sexual exploitation Peer approval Grooming Radicalization County lines</p>



	<p>To prepare positively for life in modern Britain, promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Risky experimentation Positive and negative self-identity Abuse and coercion Coercive control Autumn 2: <u>Celebrating Difference</u> <i>Focus word: tolerance</i> Is being different a good thing? Protected characteristics Equality Act Phobic and racist language Legal consequences of bullying and hate crime Sexism, ageism, positive and negative language Banter Bullying in the workplace Direct and indirect discrimination Harassment and victimisation Prejudice, discrimination and stereotyping Spring 1: <u>Healthy Me - mens sana in corpore sano</u> (a healthy mind in a healthy body) <i>Focus word: respect</i> How can substances impact on wellbeing? Misperceptions about young peoples' health choices Physical and psychological effects of alcohol Alcohol and the law Alcohol dependency Drug classification, supply and possession legislation Emergency situations, first aid, CPR Substances and safety Sources of advice and support Spring 2: <u>Dreams and Goals</u> <i>Focus word: aspirations</i> Who do I dream of becoming? Personal strengths Health goals</p>
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		<p>SMART planning Links between body image and mental health Nonfinancial dreams and goals Mental health and ill health Media manipulation Self-harm, anxiety disorders, eating disorders Depression</p> <p>Summer 1: <u>Relationships</u> <i>Focus word: integrity</i> Can relationships ever be equal? Power and control in intimate relationships Risk in intimate relationships Importance of sexual consent Assertiveness skills Sex and the law Pornography and stereotypes Contraception choices, family planning STIs Support and advice services</p> <p>Summer 2: <u>Changing me</u> <i>Focus word: resilience</i> How can change affect mental health? Mental health stigma, Triggers, support and strategies, Managing emotional changes, Resilience and how to improve it, Reflection on importance of sleep in relation to mental health, Reflection on body and brain changes Stereotypes</p>
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