

	<p>traditions to discuss the ethical idea of 'harming no living thing'</p> <ul style="list-style-type: none"> - Critically respond to 'ho) the media portrays religion' - ave respect and tolerance for all faiths and beliefs - #iscuss the religious and philosophical ideas that make us human - Explore the importance of ritual - ! aintain daily) ellbeing - ! anage emo tions - *ecognise unhealthy coping strategies +e.g, self-harm and ea tng disorders and self-medica tng) ith drugs or alcohol- - #evelop healthy coping strategies - *eframe nega tve thinking - %ccess support and treatment - Challenge st gma, stereotypes and misinforma tion explore a. tudes to) ards mental health - Challenge myths and st gma - *ecognise the portrayal of mental 	<p>(+ \$ 0 \$ - (+ / \$ \$ 4 - - 0 \$ 0</p>	<p>- 2 32 \$ \$: \$, 9 + * - \$ - \$ - \$ \$ + ' \$ - \$ \$ - \$ (ôÐ</p>			
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	<p>health in the media</p> <p>+ /</p> <p>\$ \$</p> <p>(-</p> <p> 0</p> <p>: \$ 0 - \$</p> <p>\$</p>			<p>+ -</p> <p>0</p> <p>+ 2</p> <p> \$</p> <p>0</p> <p>+ \$</p> <p>0 -</p> <p>(</p> <p>+ /</p> <p>\$ \$</p> <p>4 0 \$ \$4</p> <p> \$ \$</p> <p>- \$ (</p>		

<p>)</p>	<p>*aising %spira tions@ opportunity to explore 459 path) ays to ensure that students make the correct choices, There) ill be opportuni ties to hear from sub:ect specialists in assembly tme to re fect on decision making process, /! ! anage Career- building their con= dence and optmism about their future, thinking about ho) they deal) ith and learn from challenges and setbacks, Create Apportuni ties- being) illing to speak up for themselves and others, being able to discuss roles models and re fect on leadership, Balance Bife %nd Cork- re fect ng on their physical and mental) ellbeing and considering ho) they can improve these, ident fying) hat they can do, individually and) ith others, to challenge pre;udice, stereotyping and discrimina tion in learning and) orkplaces,</p>	<p>*aising %spira tions is an important feature of this concept, particularly) ith the introduct on of the D key employability and transferable skills, 5students) ill be preparing for employability looking at the skills and experience they need, /! 6 (" + considering) hat learning path) ay they should pursue next, Explore Eossibili ties- considering) hat ;obs and roles are interes tng, researching the learning and \$uali=ca tion re\$uirements for ;obs and careers that they are interested in, ! anage Career- making plans and developing a path) ay into their future, Create Apportuni tes- developing friendships and rela tionships and re fect ng on their rela tionship to their career, start ng to take responsibility for making things happen in their career,</p>	<p>Extracurricular act vites, including Eeer7Eeer mentoring, /oung ealth Champions, ! ental ealth Team, Apportunity to take part in external trips and to learn ho) to make choices) hich) ill impact their future plans, /! 6 (" + e fect ng on their heritage, ident ty and values, ! anage Career- thinking about ho) they deal) ith and learn from challenges and setbacks, Create Apportuni tes- being) illing to speak up for themselves and others, The Big Eicture- evaluat ng di<erent media, informa tion sources and vie) points,</p>	<p>*aising %spira tion@ students) ill have opportunity to explore) hat it means to study in igher Educa tion and to recognise that everyone is able to go on to igher Educa tion, /! 6 (" + responding posi tvely to help, support and feedback, ! anage Career- recognising the main learning path) ays and considering) hich one they) ant to follo) and ho) they) ill access and succeed in it, thinking about ho) they deal) ith and learn from challenges and setbacks, Create Apportuni tes- being able to re fect on and change their career ideas and the strategies that they are pursuing to achieve them, Balance Bife %nd Cork- re fect ng on their physical and mental) ellbeing and considering ho) they can improve these, considering ho) they) ant to move through di<erent life stages</p>	<p>\$ (\$ - = /! 6 (" + recognising the value of challenging themselves and trying ne) things, re fect ng on and recording achievements, experiences and learning, responding posi tvely to help, support and feedback, Explore Eossibili tes- researching the learning and \$uali=ca tion re\$uirements for ;obs and careers that they are interested in, researching ho) recruitment and select on processes) ork and) hat they need to do to succeed in them, ! anage Career- building their con= dence and optmism about their future, making plans and developing a path) ay into their future,</p>	<p>Extracurricular act vites, including Eeer7Eeer mentoring, /oung ealth Champions, ! ental ealth Team, Apportunity to take part in external trips and to learn ho) to make choices) hich) ill impact their future plans, /! 6 (" + posi tvely engaging in learning and taking ac tion to achieve good outcomes, re fect ng on their heritage, ident ty and values, ! anage Career- recognising the di<erent) ays in) hich people talk about career and re fect ng on its meaning to them, building their con= dence and optmism about their future, making plans and developing a path) ay into their future considering the risks and re) ards associated) ith di<erent path) ays and careers, thinking about ho) they deal) ith and learn from challenges and setbacks, Create</p>
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	researching entrepreneurialism and selfemployment, Balance Bife %nd Cork- recognising the role that money and =nances) ill play, in the decisions that they make and, in their life and career, developing kno) ledge of rights and responsibilities in the) orkplace and in society, The Big Eicture- exploring local and na tional labour market trends, exploring trends in technology and science, exploring the rela t onship bet) een career and the environment,		and manage di<erent life roles, The Big Eicture- exploring the rela t onship bet) een career, poli tcs and the economy,		Apportuni tes- being) illing to speak up for themselves and others, being able to discuss roles models and reflect on leadership, Balance Bife and Cork- reflecting on the di<erent) ays in) hich people balance their) ork and life, reflecting on their physical and mental) ellbeing and considering ho) they can improve these, recognising the role that money and =nances) ill play, in the decisions that they make and, in their life and career, The Big Eicture- exploring the rela t onship bet) een career, poli tcs and the economy, evalua t ng di<erent media, informa t on sources and vie) points,
\$	Basic (End points for LOWER ability pupils)	Clear (End points for MIDDLE ability pupils)	Detailed (End points for HIGHER ability pupils)		
	To be able to de=ne the term self-esteem and ho) this impacts on an individual, To understand the healthy and unhealthy decisions and choices in life and ho) this might have an impact on mental health and) ellbeing, To understand) hat Bri tsh Falues are and) hy it	To understand) hy people respond in di<erent) ays to similar situa t ons and that people can express their feelings in many di<erent) ays, To describe and explain healthy and unhealthy decisions and choices in life and ho) this might have an impact on mental health and) ellbeing,	To understand ho) to support young people in di<erent) ays and ho) individual support may be di<erent depending on the circumstances and the person, &sing examples to describe and explain healthy and unhealthy decisions and choices in life and ho) this might have an impact on mental health		

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		<p>#escribe) hat the term in fa t on means and explain) hat impact this has on the =nancial) orld,</p>	<p>#escribe and explain) hat the various types of debt, interest and loans and evaluate the risks and impacts poor management of these might have,</p> <p>Explain the various) ays that someone might gamble and explain the dangers of this, Be able to explain ho) someone might develop a gambling addict on by discussing the role of dopamine,</p> <p>#escribe) hat the term in fa t on means and explain) hat impact this has on the =nancial) orld for both people, banks and businesses,</p>
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