

KS4 Personal Social Health & Economic education

Curriculum Overview 2020-2021

Core aims of the subject at Key Stage 4

The PSHE curriculum is split into three branches:

- Health and Wellbeing
- Relationships
- Living in the Wider World

At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education.

Our PSHE curriculum is designed to motivate students and directly support their pastoral education as well as the cultural capital fostered within the curriculum of individual subjects. The intent of our PSHE curriculum at Brine Leas High School is to deliver an inspirational curriculum which is accessible to all. It ensures that each of our students will know more, remember more and understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future. Students will have access to a broad curriculum that provides life-long learning on issues such as RSE (Relationships & Sex Education), Health & Well-being, and SMSC (spiritual, moral, social and cultural education) which helps students develop a breadth knowledge of the world around them. Our aim is to provide students with a challenging curriculum that develops a knowledge of their surroundings; whether it be locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within different contexts. Our inspirational programme prepares our students for their future. A core purpose of our PSHE programme is to tackle barriers to learning, raise aspirations, and improve the life chances of all students, including the most vulnerable and disadvantaged.

PSHE education enables students to develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities. At Brine Leas School our students' personal development is vital to their success. Through RSE students hone their understanding of the importance of family life, stable and loving relationships and respect for others, love and care. RSE is lifelong learning

about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. We have ensured the content is age and developmentally appropriate through consulting with teachers, students and parents. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents while always with the aim of providing students with the knowledge they need of the law.

Our PSHE curriculum delivers all aspects of SMSC. The spiritual development of students is delivered through a number of topics that allow students to be reflective about their own beliefs, and respect for different people's faiths, feelings and values, which ultimately allows them to reflect on their experiences. We aim to provide our students with opportunities for them to learn about British Values, the law, rights and responsibilities and appreciate what it means to be a member of a diverse society. The curriculum enables the moral education of students as it allows them to debate the rights/wrongs of societies including punishments for crimes. In addition, the curriculum teaches that there are consequences of their behaviour and actions. Students develop their understanding of civil and criminal law in England, investigating real crime cases and this provides students with challenging opportunities to discuss and debate moral and ethical issues, as well as being encouraged to understand and appreciate the viewpoints of others on these issues. Furthermore, cultural development in PSHE provides students with opportunities to look at the law and different types of governments around the world. Our curriculum enhances our student's knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. They are encouraged to develop their appreciation of a range of cultures that prepares them for life in modern Britain.

Social education in PSHE encourages our students to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We promote through PSHE charitable works and this links to all aspects of the school. The house system has a chosen charity each year that the students vote and decide on. The students then run a charity event each term to raise funds for this. We also try our best to cater for some charitable events at parent's requests. There are constant donations to the food bank from students. In addition, individual members of staff run events on current issues, for example the "plastic waste initiative" to try and to raise awareness of plastic waste and try to get the 'Plastic Free School' status. In addition to this, the depth of our curriculum allows us to look at different societies, as well as our own societies and allows students to become aware of global issues that they can run events for. For example; the refugee crisis in Syria, period poverty, poverty in the UK, homelessness, Red Cross, Samaritans, global trade, cancer trust etc. It allows our students to achieve and become well-rounded individuals who make a positive contribution to society.

Additionally, within the curriculum student's health and well-being is key to their success and for them to excel during High School. This essential aspect of our curriculum focuses on mental wellbeing, encouraging students to talk about their emotions accurately, their happiness, and ensuring they are aware of mental illness. We share with students benefits of healthy eating and exercising on their mental wellbeing. Along with other subjects we promote physical health and fitness to combat problems such as stress. Students also learn the facts about drugs, alcohol and tobacco and their associated health risks. Moreover, to add to our student's personal development and to equip them for life in high school the curriculum has a range of topics including; changing adolescent bodies, personal hygiene, germs, bacteria, viruses, puberty, dental care etc. which are all vital facets that will help to prepare students for a healthy and independent life.

The internet and the media, and the role it plays in today's society is covered through the in depth curriculum themes of RSE, Health & Well-being, and SMSC to ensure students know their rights and responsibilities online. This includes any material someone provides to another has the potential to be shared with others, and the difficulty of removing potentially compromising material placed online. We inform students on the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online; over-reliance on online relationships including social media; the risks related to online gambling including the accumulation of debt; how advertising and information is targeted at them; and how to be a discerning consumer of information online. In addition, we help students to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. Moreover, we prepare students for the dangers of viewing harmful content online, specifically sexually explicit material (e.g. pornography) and how this presents a distorted picture of sexual behaviour and can damage the way people perceive themselves in relation to others. Everything that Brine Leas High School covers is to ensure our students are well protected and safe, and know about the dangers in the real world and hope to develop their skills and prepare them for real life.

Trips and visits

Not applicable

Homework

Not applicable

Assessment

Knowledge retrieval quizzes, multiple choice, verbal feedback

Clubs and/or intervention

Pastoral team

Safeguarding team

Parental/Carer support

School website (www.brineleas.co.uk)

Helpful sources of information

www.nhs.co.uk

www.gov.uk

www.brineleas.co.uk

For careers please go to: <http://brineleas.co.uk/careers-home-page/>

www.mind.org.uk

www.samaritans.org/

www.teenagecancertrust.org/

www.childline.org.uk

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1	Spend your time with those who love you unconditionally, not with those who only love you under certain conditions			
	<p>There's nothing simple about teaching children about sex, and the facts are that 1 in 2 high school students in the UK have had sex. In these times of precocious pre-teens, pregnancy among teenagers, and sexually transmitted diseases and infections (STDs), children and adolescents need much more than a one-time chat about the birds and the bees. Pregnancy prevention and safe sex really should be ongoing, age-appropriate topics. Ideally, children will get all of the information they need at home, from their parents, but school also should be an important source of information. Students need to know that they have a choice to delay sex or to enjoy intimacy without sex. Sex education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It aims to provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It should encourage the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner.</p>			
	<ul style="list-style-type: none">➤ Unhealthy relationships➤ Spotting the signs of abuse	<ul style="list-style-type: none">➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback	<ul style="list-style-type: none">➤ RSE 1g, 2a, 2c, 2f, 2g, 2h, 4b, 5a, 5b, 5d, 5e➤ HE 1b➤ SMSC 2a, 3c	<p>Careers</p> <ul style="list-style-type: none">➤ Domestic abuse support worker➤ Policeman➤ Social worker➤ Family liaison officers➤ Nursing

	<ul style="list-style-type: none"> ➤ STIs and treatment 	<ul style="list-style-type: none"> ➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback 		<ul style="list-style-type: none"> ➤ Domestic violence outreach worker ➤ Male domestic violence prevention programme facilitator ➤ Young People’s Domestic violence advisor ➤ Domestic Abuse Practitioner <p>Future learning</p> <ul style="list-style-type: none"> ➤ GCSEs ➤ A-level ➤ T-levels ➤ BTEC ➤ GNVQ ➤ Diploma ➤ University ➤ Apprenticeships
<p style="color: blue; font-weight: bold;">Autumn 2</p>	<p>“Reducing teen pregnancy and birth is one of the most effective ways of reducing child poverty”</p> <p>There's nothing simple about teaching children about sex, and the facts are that 1 in 2 high school students in the UK have had sex. In these times of precocious pre-teens, pregnancy among teenagers, and sexually transmitted diseases and infections (STDs), children and adolescents need much more than a one-time chat about the birds and the bees. Pregnancy prevention and safe sex really should be ongoing, age-appropriate topics. Ideally, children will get all of the information they need at home, from their parents, but school also should be an important source of information. Students need to know that they have a choice to delay sex or to enjoy intimacy without sex. Sex education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It aims to provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It should encourage the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner.</p>			
	<ul style="list-style-type: none"> ➤ Substance misuse and sexual behaviour 	<ul style="list-style-type: none"> ➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback 	<ul style="list-style-type: none"> ➤ RSE 4a, 4b, 5a, 5b, 5c, 5d, 5g, 5h ➤ HE 5d ➤ SMSC 2a, 2b 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Policeman ➤ Social worker ➤ Family liaison officers

	<ul style="list-style-type: none"> ➤ Pregnancy and choices 	<ul style="list-style-type: none"> ➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback 		<ul style="list-style-type: none"> ➤ Nursing ➤ Midwife ➤ Domestic Abuse Practitioner ➤ Teacher <p>Future learning</p> <ul style="list-style-type: none"> ➤ GCSEs ➤ A-level ➤ T-levels ➤ BTEC ➤ GNVQ ➤ Diploma ➤ University ➤ Apprenticeships
Spring 1	<p>Do you know the risks of using social media?</p> <p>Students need to recognise that social media poses lots of risks, not just the most obvious to do with mental health. Students need to be made aware of online gambling, how information is targeted to them and consumer information.</p>			
	<ul style="list-style-type: none"> ➤ Social media – the risks ➤ E-safety 	<ul style="list-style-type: none"> ➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback 	<ul style="list-style-type: none"> ➤ HE, 2a, 2b ➤ RSE, 3a, 3b, 3c, 3d 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Police man ➤ Teacher ➤ Hardware Engineer. ➤ Network Administrator. ➤ Data Architect. ➤ Solutions Architect. ➤ Computer Network Architect. ➤ Computer Technical Support Specialist. ➤ Site Reliability Engineer. ➤ Computer Systems Analyst. <p>Future learning</p> <ul style="list-style-type: none"> ➤ GCSEs
	<ul style="list-style-type: none"> ➤ Stalking and harassment 	<ul style="list-style-type: none"> ➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback 		

				<ul style="list-style-type: none"> ➤ A-level ➤ T-levels ➤ BTEC ➤ GNVQ ➤ Diploma ➤ University ➤ Apprenticeships
Spring 2	<p>The TRUTH about drugs</p> <p>Drug misuse is a major threat to individuals, families and the wider community. Drug education enables pupils to make healthy informed choices</p>			
	<ul style="list-style-type: none"> ➤ Gambling 	<ul style="list-style-type: none"> ➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback 	<ul style="list-style-type: none"> ➤ SMSC 3c ➤ RSE 3a ➤ HE 2a, 2b 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Senior CRM executive ➤ Lawyer ➤ General counsel ➤ Legal contracts specialists ➤ Performance marketing analyst ➤ Gaming integrity manager ➤ Marketing director – I-gamer ➤ Business intelligence analyst <p>Future learning</p> <ul style="list-style-type: none"> ➤ GCSEs ➤ A-level ➤ T-levels ➤ BTEC ➤ GNVQ ➤ Diploma ➤ University ➤ Apprenticeships

	<ul style="list-style-type: none"> ➤ Legal and illegal drugs ➤ Drugs and the law 	<ul style="list-style-type: none"> ➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback 	<ul style="list-style-type: none"> ➤ HE 5a, 5b, 5d, 5e 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Volunteer worker ➤ Nurse ➤ Doctor ➤ Health care assistant ➤ Prison officer ➤ Police man ➤ Pharmacist ➤ Carer <p>Future learning</p> <ul style="list-style-type: none"> ➤ GCSEs ➤ A-level ➤ T-levels ➤ BTEC ➤ GNVQ ➤ Diploma ➤ University ➤ Apprenticeships
<p>Summer 1</p>	<p>“You must be mad if you have a mental health problem”</p> <p>Our programmes promote mental health, healthy eating and physical activity. Health promotion in schools can improve children's health and well-being.</p>			
	<ul style="list-style-type: none"> ➤ Common types of mental health ➤ Self-harm and suicide 	<ul style="list-style-type: none"> ➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback 	<ul style="list-style-type: none"> ➤ HE 1a, 1b, 1c, 1d, 1e, 1f ➤ RSE 1b, 5a, 5b ➤ SMSC 1d 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Clinical Psychiatrist. A clinical psychiatrist is a medical doctor who diagnoses, treats and helps prevent mental and emotional disorders. ➤ Clinical or Counselling Psychologist. ➤ Psychiatric Nurse ➤ Marriage and Family Counsellor ➤ Substance Abuse Counsellor.

				Future learning ➤ GCSEs ➤ A-level ➤ T-levels ➤ BTEC ➤ GNVQ ➤ Diploma ➤ University ➤ Apprenticeships
Summer 2	“How much do I get paid when I leave school?”			
	Prior to work experience this allows students to think about different careers, what the minimum wage is and income awareness, so students know how much money they can earn in certain jobs but also they can aspire to very good well paid jobs, which links into to success at school.			
	➤ Income awareness ➤ Minimum wage	➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback	➤ SMSC 1a, 2b ➤ Gatsby 3, 8	Careers ➤ Financial advisor ➤ Accountant ➤ Sales advisor ➤ Investment Banking. ➤ Asset Management. ➤ Commercial Banking ➤ Equity Research. ➤ Corporate Finance. ➤ Risk Management Future learning ➤ GCSEs ➤ A-level ➤ T-levels ➤ BTEC ➤ GNVQ ➤ Diploma ➤ University

				➤ Apprenticeships
	➤ Human rights	➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback	➤ SMSC 1a, 1b, 2a, 3c, 4c, BVb, BVc	<p>Careers</p> <ul style="list-style-type: none"> ➤ Humanitarian Services, Development ➤ Administration ➤ Education ➤ Volunteer ➤ Coordination ➤ Grant Writing ➤ Fundraising ➤ Development ➤ Research. <p>Future learning</p> <ul style="list-style-type: none"> ➤ GCSEs ➤ A-level ➤ T-levels ➤ BTEC ➤ GNVQ ➤ Diploma ➤ University ➤ Apprenticeships

	<ul style="list-style-type: none"> ➤ Food practical (This is done on a rotation throughout the year) 	<ul style="list-style-type: none"> ➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback 	<ul style="list-style-type: none"> ➤ HE 3a, 3b, 4a 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Executive Chef ➤ Sous Chef ➤ Banquet Chef ➤ Pastry Chef ➤ Food Production Manager ➤ Purchasing Manager ➤ Private Club and Resort Manager ➤ Institutional Food Service <p>Future learning</p> <ul style="list-style-type: none"> ➤ GCSEs ➤ A-level ➤ T-levels ➤ BTEC ➤ GNVQ ➤ Diploma ➤ University ➤ Apprenticeships
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Year 11 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1	<p style="text-align: center;">Does it matter who we are attracted to?</p> <p>There's nothing simple about teaching children about sex, and the facts are that 1 in 2 high school students in the UK have had sex. In these times of precocious pre-teens, pregnancy among teenagers, and sexually transmitted diseases and infections (STDs), children and adolescents need much more than a one-time chat about the birds and the bees. Pregnancy prevention and safe sex really should be ongoing, age-appropriate topics. Ideally, children will get all of the information they need at home, from their parents, but school also should be an important source of information. Students need to know that they have a choice to delay sex or to enjoy intimacy without sex. Sex education provides an understanding that positive, caring environments are</p>			

essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It aims to provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It should encourage the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner.

- Sexuality
- Hate Crime

➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback

- RSE 2a, 2b, 2e, 2f, 2g, 2h
- SMSC 1a, 2a, 2b, 2c, 3c, 4a, 4b, BVe, BVf

- Careers
- Teacher
 - School liaison officer
 - Social worker
 - Support worker
 - Nurse
 - Doctor
 - Mental health nurse
 - Police man
 - Therapist

Future learning

- GCSEs
- A-level
- T-levels
- BTEC
- GNVQ
- Diploma
- University
- Apprenticeships

- Food practical (This is done on a rotation throughout the year)

➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback

- HE 3a, 3b, 4a

- Careers
- Executive Chef
 - Sous Chef
 - Banquet Chef
 - Pastry Chef
 - Food Production Manager
 - Purchasing Manager
 - Private Club and Resort Manager
 - Institutional Food Service

Future learning

				<ul style="list-style-type: none"> ➤ GCSEs ➤ A-level ➤ T-levels ➤ BTEC ➤ GNVQ ➤ Diploma ➤ University ➤ Apprenticeships
	<p>Do you know where you are going post 16?</p> <p>Career education is vital to student's opportunities in the outside world. It is important that students are prepared for what employers are looking for and how they will get the jobs they desire. Options for them post 16 to help them make informed decisions about their future.</p>			
Autumn 2	<ul style="list-style-type: none"> ➤ Post 16 choices ➤ BL6 open day (1hour) 	<ul style="list-style-type: none"> ➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback 	<ul style="list-style-type: none"> ➤ Gatsby 1, 2, 3, 4, 7, 8 	<p>Future learning</p> <ul style="list-style-type: none"> ➤ GCSEs ➤ A-level ➤ T-levels ➤ BTEC ➤ GNVQ ➤ Diploma ➤ University ➤ Apprenticeships
Spring 1	<p>Myth busters</p> <p>There's nothing simple about teaching children about sex, and the facts are that 1 in 2 high school students in the UK have had sex. In these times of precocious pre-teens, pregnancy among teenagers, and sexually transmitted diseases and infections (STDs), children and adolescents need much more than a one-time chat about the birds and the bees. Pregnancy prevention and safe sex really should be ongoing, age-appropriate topics. Ideally, children will get all of the information they need at home, from their parents, but school also should be an important source of information. Students need to know that they have a choice to delay sex or to enjoy intimacy without sex. Sex education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It aims to provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It should encourage the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner.</p>			

	<ul style="list-style-type: none"> ➤ Revenge porn ➤ Consent and rape 	<ul style="list-style-type: none"> ➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback 	<ul style="list-style-type: none"> ➤ RSE 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 4b, 5a, 5b, 5c, 5d, 5e ➤ SMSC 2a, 2b, 2c ➤ HE 2a, 2b 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Teacher ➤ School liaison officer ➤ Social worker ➤ Support worker ➤ Nurse ➤ Doctor ➤ Mental health nurse ➤ Police man ➤ Therapist <p>Future learning</p> <ul style="list-style-type: none"> ➤ GCSEs ➤ A-level ➤ T-levels ➤ BTEC ➤ GNVQ ➤ Diploma ➤ University ➤ Apprenticeships
<p>Spring 2</p>	<p>Healthy body and mind</p> <p>It is also vital that students are aware of discrimination in a school environment, workplace and home, so they can recognise the difference between right and wrong, but also so they can protect themselves from discrimination if they know it is happening to them.</p>			
	<ul style="list-style-type: none"> ➤ E-safety 	<ul style="list-style-type: none"> ➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback 	<ul style="list-style-type: none"> ➤ RSE 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h ➤ HE 2a, 2b 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Police man ➤ Teacher

			<ul style="list-style-type: none"> ➤ SMSC 1d, 2a, 2b 	<ul style="list-style-type: none"> ➤ Hardware Engineer. ➤ Network Administrator. ➤ Data Architect. ➤ Solutions Architect. ➤ Computer Network Architect. ➤ Computer Technical Support Specialist. ➤ Site Reliability Engineer. ➤ Computer Systems Analyst. <p>Future learning</p> <ul style="list-style-type: none"> ➤ GCSEs ➤ A-level ➤ T-levels ➤ BTEC ➤ GNVQ ➤ Diploma ➤ University ➤ Apprenticeships
	<ul style="list-style-type: none"> ➤ Discrimination ➤ Health and prevention 	<ul style="list-style-type: none"> ➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback 	<ul style="list-style-type: none"> ➤ SMSC 1a, 2a, 2b, 2c, 3a, 3b, 3c, 4a, 4b, BVb, BVd, BVe, BVf ➤ HE 3b, 4a, 6a, 6b, 6c, 6d, 6e ➤ RSE 2a, 2b, 2c, 2d, 2e 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Volunteer worker ➤ Nurse ➤ Mental health nurse ➤ Doctor ➤ Teacher ➤ Health care assistant ➤ Police man ➤ Pharmacist ➤ Carer ➤ Physiotherapist ➤ Chef ➤ Dietician <p>Future learning</p> <ul style="list-style-type: none"> ➤ GCSEs ➤ A-level

				<ul style="list-style-type: none"> ➤ T-levels ➤ BTEC ➤ GNVQ ➤ Diploma ➤ University ➤ Apprenticeships
Summer 1	<p>What is effective revision?</p> <p>This will help students prepare for their upcoming exams, helping them cope with future pressures including exam stress and anxiety. It will also ensure students know how to learn and what “counts” as effective revision. This is a necessary to securing students success in the upcoming months.</p>			
	<ul style="list-style-type: none"> ➤ Healthy revision ➤ Revision 	<ul style="list-style-type: none"> ➤ It could include: Knowledge retrieval quizzes, multiple choice, verbal feedback 	<ul style="list-style-type: none"> ➤ SMSC 1a, 2a, 2b, 2c, 3c ➤ Gatsby, 2, 4, 8 ➤ HE, 1b, 1c, 1d, 1e, 1f, 3a, 3b, 4a, 6e 	<ul style="list-style-type: none"> Future learning ➤ GCSEs ➤ A-level ➤ T-levels ➤ BTEC ➤ GNVQ ➤ Diploma ➤ University ➤ Apprenticeships