

The Gainsborough Academy Progression Document

Faculty: PSHE/Careers

Progression Document SUBJECT PSHE			
Sequential Learning Key		Skills Progression Key (all encompass careers)	
Health and well being		Personal effectiveness	
relationships		Interpersonal and social effectiveness	
Living in the wider world/careers		Managing risk and decision making	
Subject Knowledge Progression		Development of Key Skills	
Year 7	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Identify dreams and goals and recognise that these may change over time work out the steps needed to take to achieve my dreams and goals use experiences, including mistakes and setbacks, to make appropriate changes to plans and behaviour understand that there are intrinsic and extrinsic rewards and different types of motivation (coercive and positive) associated with different dreams and goals make a plan, adapt it when necessary and understand the commitment required to achieve dreams and goals understand that, as life changes, dreams and goals may change too 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> set goals and challenges, set criteria for success and celebrate when achieved know how to bring about change in myself and others anticipate and plan to work around or overcome potential obstacles identify barriers to achieving a goal and identify how I am going to overcome them look to long-term not short-term benefits and can delay gratification (for example, working hard for a test or examination now to get a good job or go into further/higher education later) recognise when I should feel pleased with, and proud of, myself and am able to accept praise break a long-term goal into small, achievable steps monitor and evaluate my own performance have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive frame of mind 	

		<ul style="list-style-type: none"> • use experiences, including mistakes and setbacks, to make appropriate changes to plans and behaviour • take responsibility for life, believe that influence what happens to me and make wise choices
	<p>Celebrating difference</p> <ul style="list-style-type: none"> • I know how I can make a difference (self-efficacy) 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • I can recognise, appreciate and understand that the similarities among all humans are greater than the differences • I can challenge social injustice and inequality • I can argue effectively and can contribute assertively and supportively to current issues • I can make a positive contribution to my community • I recognise that the choices I make will impact on my ability to be socially mobile • I can take responsibility for my life • I believe that I can influence what happens to me and can make informed choices • I can participate and contribute to the community at a range of levels, from the local to the global
	<p>Healthy me</p> <ul style="list-style-type: none"> • I understand how health can be affected by emotions and know a range of ways to keep myself well and happy • I know about different substances and the effects they have on the body and why some people use them • I understand the positive impact of good nutrition on my body and mind • I understand the role of vaccinations and can explain differing views on this • I understand that I can employ a range of factors to help me sleep well • I know what makes me feel good and know how to enjoy myself (e.g. to feel calm, elated, energised, focused, 	<p>Healthy me</p> <ul style="list-style-type: none"> • I can recognise when I feel stressed and the triggers associated with this • I can recognise what influences my choices about exercise and sleep • I understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour • I can take responsibility for my life, believe that I can influence what happens to me and make responsible choices • I can recognise that decisions about my health depend on having access to accurate information

	<p>engaged, have fun, etc.) – in ways that are not damaging to myself and others</p> <ul style="list-style-type: none"> • I understand that how I express my feelings can have a significant impact both on other people and on what happens to me 	
	<p>Being me</p> <ul style="list-style-type: none"> • I can understand that identity is affected by a range of factors • I understand that people have different roles and responsibilities in society • I can understand that people can feel the same range of emotions and might not respond in the same way to similar situations • I can understand that identity is affected by a range of factors, including online identity • I can better understand my own identity • I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.) • I can understand how identity comes from a range of sources • I know I have choices about how I allow other people to influence how I see myself 	<p>Being me</p> <ul style="list-style-type: none"> • I can recognise that identity is affected by a range of factors • I can reflect on my personal strengths, my achievements and areas for development • I can recognise how others see me and can give and receive feedback • I can identify my strengths and feel positive about them • I can make sense of what has happened to me in my life and understand the ways my own history has shaped how I see myself • I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me • I can achieve an appropriate level of independence from others while maintaining positive relationships with them • I can make sense of what has happened to me in my life and can recognise that some aspects of my own history can influence my emotional states, e.g. being upset or angry, and that others may find this difficult to understand
	<p>Changing me</p> <ul style="list-style-type: none"> • I understand how my body changes in puberty • I understand the impact of changing circumstances on families and the need to adapt to changing circumstances • I understand I have the right to change my mind • I know some ways that my brain is starting to change • I know of some skills that will help me manage transitions 	<p>Changing me</p> <ul style="list-style-type: none"> • I am aware of my self-image and how others may see me • I recognise that I might experience different moods as I grow and change • I can express how I feel about the changes that happen during puberty

- I know how to be confident with my own self-image
- I know of some coping strategies to support myself and others during changing circumstances
- I know some strategies for self-regulation
- I know some ways to prepare myself emotionally for the next school year

- I can support others who are experiencing personal problems
- I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour

Relationships

- I understand what expectations might be of having a romantic/special relationship
- I understand the value of different qualities that people bring to social groups (developing my social skills)
- I understand that people can all feel the same range of emotions
- I understand that a 'win-win' situation can be the best outcome for all
- I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family and community

Relationships

- I can identify characteristics and benefits of positive, strong, supportive, equal relationships
- I recognise that the support I need may come from different sources as I grow and change
- I can discern that media portrayal of relationships and choices may not reflect real life
- I can recognise when to use assertiveness techniques in some of my relationships
- I recognise the roles that are played in many families and understand the role that I might play
- I recognise the changes that may take place in families, including loss, separation, divorce and bereavement
- I understand/recognise the range of positive qualities people bring to relationships
- I understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour
- I recognise that my emotions and feelings can change regularly
- I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others
- I recognise that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways
- I can recognise authenticity in some relationships
- I can be assertive when appropriate

		<ul style="list-style-type: none"> I can understand the feelings associated with my role in my family
Year 8	<p>Dreams and Goals</p> <ul style="list-style-type: none"> know what some of my short term and medium term goals are and how to achieve them be aware of what is realistic know what some of the long term goals are, how to achieve them, and how short term and medium term goals might help do that understand that need to be flexible and that review goals as situations and priorities change know about different types of business how they are organised and financed explain why it is important to keep track of spending understand some of the positive and negative roles that money can play in society understand that [people have different relationships with money 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> manage feelings if I realise my goals have to change open to expanding my skills and knowledge and to developing tenacity and resilience understand that money can be a divisive element in relationships and communities make reasoned judgements about spending form opinions on moral issues around money
	<p>Celebrating difference</p> <ul style="list-style-type: none"> I can recognise, appreciate and understand that the similarities among all humans are greater than the differences I know how I can make a difference (self-efficacy) 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> I can challenge social injustice and inequality I can argue effectively and can contribute assertively and supportively to current issues I can make a positive contribution to my community I recognise that the choices I make will impact on my ability to be socially mobile I can take responsibility for my life I believe that I can influence what happens to me and can make informed choices I can participate and contribute to the community at a range of levels, from the local to the global

Healthy me

- I understand how health can be affected by emotions and know a range of ways to keep myself well and happy
- I know how to perform basic first aid and CPR
- I know about different substances and the effects they have on the body and why some people use them
- I understand the positive impact of good nutrition on my body and mind
- I understand the role of medicines and can explain differing views on this
- I understand that I can employ a range of factors to help me sleep well
- I know what makes me feel good and know how to enjoy myself (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) – in ways that are not damaging to myself and others
- I understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour
 - I understand that how I express my feelings can have a significant impact both on other people and on what happens to me

Being me

- I can understand about collective and individual identities and cultural diversity
- I understand that identity is affected by a range of factors
- I understand that where I live can influence my identity
- I understand and respect that there are a range of beliefs within any community
- I understand that identity is affected by a range of factors
- I understand that faith, families, communities and cultures influence our identity
- I understand that we can make accurate and inaccurate assumptions about others' identities

Healthy me

- I can recognise when I feel stressed and the triggers associated with this
- I can recognise what influences my choices about exercise and sleep
- I can take responsibility for my life, believe that I can influence what happens to me and make responsible choices
- I can recognise that decisions about my health depend on having access to accurate information

Being me

- I can appreciate that identities are complex and can change over time
- I can appreciate the similarities and differences and diversity of people's identities
- I can appreciate how influences on individual personal identities have changed over time
- I can appreciate that people's faiths and beliefs can affect their personal identity
- I can make sense of what has happened in my life and understand there are influences from my own history
- I can listen actively to other people

	<ul style="list-style-type: none"> • I understand that I can make choices about what influences I accept as part of my personal identity • I understand that I am a unique individual and can also have a range of group identities • I know what is important to me and can take into account the beliefs and expectations of others 	<ul style="list-style-type: none"> • I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations of, for example, my family • I can see the world from other people's points of view and understand and appreciate their beliefs
	<p>Changing me</p> <ul style="list-style-type: none"> • I understand that change is a normal part of life and will always be happening • I understand that I am responsible for managing some of the changes in my life • I know some ways to manage the changes that will occur in my life in the short-term (transition to Year 9) • I know some ways that help me manage change effectively • I understand some of the emotions that others feel in challenging situations • I know some ways to prepare myself emotionally for the next school year 	<p>Changing me</p> <ul style="list-style-type: none"> • I recognise that there are areas of life when I will feel more confident and less confident • I can identify something that I find challenging and know some ways to tackle it • I am able to express how I managed a challenging situation • I am able to try new experiences, even if they seem challenging • I recognise that I might experience difficult emotions and I have some strategies to help manage them
	<p>Relationships</p> <ul style="list-style-type: none"> • I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised • I understand that relationships can cause strong feelings and emotions • I understand the features of positive and stable relationships • I understand that relationships can cause strong feelings and emotions • I understand that the media might portray relationships in a skewed manner • I understand how to use social media appropriately • I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised 	<p>Relationships</p> <ul style="list-style-type: none"> • I can use the social skills of communication, negotiation and assertiveness • I can be discerning about how relationships are portrayed in the media

	<ul style="list-style-type: none"> • I understand that people can all feel a range of emotions • I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised • I understand some of the emotional risks associated with inappropriate use of social media 	
Year 9	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • identify some of my strengths and the benefits they offer • produce a SMART plan and know how to apply it to support life and learning • accept helpful feedback and reject unhelpful criticism • identify factors that contribute to a better quality of life for all • Be aware of the legislation surrounding young people's working practices • recognise and manage different influences on my decisions about my life • Acknowledge that it takes time and effort to learn new skills 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • explain why I have strengths in certain areas • able to work on areas that I feel require improvement • Be aware of the importance of planning in order to achieve goals • Acknowledge that some dreams and goals in life are not associated with financial gain • know that contribution to the world can make a difference • know some of the ways to move forwards after setbacks and disappointments • be patient and have tenacity in reaching goals
	<p>Celebrating difference</p> <ul style="list-style-type: none"> • I understand some of the differences that people my age experience, depending on where they live • I appreciate that there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age and sexual orientation • I can identify positive and negative language and can recognise my own language style • I understand that there are different types of bullying (verbal, physical, online) • I know what to do if I encounter bullying • I understand about protected characteristics and how everyone has the responsibility to challenge discrimination • I understand that there are some inequalities in the world 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • I can see the world from another's point of view • I know how to value similarities and differences • I value differences between people and am willing to learn about people who are different from me • I feel confident to challenge my own attitudes • I can recognise that my language choices can affect other people and their views of me • I appreciate the short- and long-term effects and consequences of bullying on everyone involved • I know some ways that I can protect myself from discrimination and some ways that I can challenge inequalities • I know some ways that I can protect myself from the

	<ul style="list-style-type: none"> ● I recognise prejudice in its many forms <p>Healthy me</p> <ul style="list-style-type: none"> ● I know that the majority of people my age make healthy lifestyle choices ● I know why good-quality sleep is important for health and learning ● I understand the physical and emotional effects of alcohol and how it can affect decision-making ● I understand the physical and emotional effects of certain substances and how they can affect decision making ● I know about the recovery position and how to contact emergency services ● I understand how the inappropriate use of mobile phones can contribute to accidents ● I understand that there are many different aspects of life that can affect my mental health <p>Being me</p> <ul style="list-style-type: none"> ● I understand some of the differences that people my age experience, depending on where they live ● I understand that for some young people there is a need for peer approval ● I can understand that there are differences between social groups and the influences that social groups can have on people's choices ● I understand how the adolescent brain works and that recognise some elements of my behaviour may be because of my developing brain ● I understand that my perceptions of others may be inaccurate ● I understand that I can reject or accept influences (including media influences) that will make up my personal ● I understand that we may face conflicts within our personal <p>Journeys</p>	<p>prejudices that I might encounter in my life</p> <p>Healthy me</p> <ul style="list-style-type: none"> ● I have the confidence to make healthy choices that are right for me ● I recognise the benefits how I can feel when I have enough sleep (awareness of my ability to cope, mood, alertness, energy, etc.) ● I feel confident about making my own decision about my lifestyle choices ● I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen ● I can put into practice some strategies to help me manage challenging aspects of life ● I am able to take appropriate measures to support my mental health <p>Being me</p> <ul style="list-style-type: none"> ● I can explore features of my own identity and that of my community ● I appreciate the opportunities available to me in my society ● I can see the world from another's point of view ● I have strategies to manage relationships with my peer group that help me make choices I am happy with ● I recognise the range of feelings this elicit ● I can accept that my views of others may change as a result of new information ● I feel confident about reassessing my own and others' behaviour
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	<ul style="list-style-type: none"> • I can understand my current behaviour, where it comes from, and how I can manage it more effectively 	
	<p>Changing me</p> <ul style="list-style-type: none"> • I understand that, over time, my opinions and perceptions will change • I understand that my mental health can be affected by a range of different situations, circumstances and influences • I know of some skills that will help me manage change and periods of transition • I understand that change in general is on-going and it is important to be able to adapt • I know of some ways that I can manage my mental and emotional health • I know some ways to prepare myself emotionally for the next school year 	<p>Changing me</p> <ul style="list-style-type: none"> • I can identify new skills and attitudes that I have learnt in the past year • I can identify a challenge in my life and how I managed it • I appreciate that the people in my life may have a range of different views and opinions • I can reflect on the changes that my body and brain have gone through and know how to deal with the changes yet to come • I can reflect on what is going well in my life and apply these skills to other situations (transferable skills)
	<p>Relationships</p> <ul style="list-style-type: none"> • I understand the features of positive and stable relationships • I understand that I have a choice in many situations, including when I want to say no • I know and can use some assertiveness skills to help me manage a range of circumstances • I know and understand how to make informed choices about my safety, health and well-being • I know about contraception, including the condom and pill, and the importance of communication and negotiation on condom use • I understand that there are consequences if I choose to have unprotected sex • I know some options of what I can do if I have unprotected sex • I understand the difference between online and off-line relationships I am aware of the potential risks of some online activities (sexting, exploitation) 	<p>Relationships</p> <ul style="list-style-type: none"> • I can recognise when others might try to use their power to control, coerce and manipulate • I can reflect on my own values and the choices I might make • I can be assertive when appropriate • I can reflect on my actions and identify lessons to be learned from them • I feel empowered to make an informed decision about contraception if and when needed • I know some ways that I can challenge behaviour that makes me feel uncomfortable or uneasy

	<ul style="list-style-type: none"> ● I know some ways that I can challenge behaviour that makes me feel uncomfortable or uneasy ● I understand my rights and responsibilities as an individual 	
Year 10	<p>Dreams and Goals</p> <ul style="list-style-type: none"> ● identify the challenges that are faced in life now and how to overcome them ● identify alternatives if original plans cannot be fulfilled ● appreciate how social media really works and the consequences of its misuses and its impact on life chances ● understand why confidentiality is necessary in many situations ● understand the issues that may impact on future success ● understand the importance of balance in all aspects of life ● Be aware of consumer rights and know how to be a discerning consumer ● understand that lifestyle choices all have consequences, and that some will be more negative than others ● know how to make plans for my life and set challenging, realistic and manageable goals ● know how to give and receive compliments ● understand what resilience looks and feels like and can put into practice some strategies to help moving forward 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> ● be aware of how behaviour when using social media may be interpreted by others and the consequences this may bring ● know some ways to relax and can recognise when to take some time out, and also when to persevere ● know how to be assertive and use negotiation skills in a consumer situation ● understand the importance of appropriate social skills ● know that exploratory behaviour is a normal part of growing up and that I have a responsibility to manage the risks I choose to take
	<p>Celebrating difference</p> <ul style="list-style-type: none"> ● I understand that there are similarities, differences and diversity among people and why this occurs ● I know what equality looks like to me ● I understand about intolerance and its various forms (including extremism and extreme behaviour) ● I know what is expected of me and what I can expect in the Workplace ● I understand that society comprises a wide range of individuals with many differing points of view 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> ● I know of strategies to accept and embrace my individuality ● I appreciate other people's individuality and accept them as they are ● I know of some strategies to deal with situations that may occur in the workplace ● I can appreciate other people's opinions and views and know how to rationalise how I feel about them ● I am confident that I can communicate assertively my relationship choices

	<ul style="list-style-type: none"> • I know that in all relationships it is important to have equality • I understand that, as I move towards adulthood, the balance of power in my relationships will change • I understand the range of relationships that exists and that self- and mutual respect are important in all relationships • I am able to make an informed choice (using signposting/support) about any relationships into which I enter • I recognise some of the ways in which aspects of health can impact on life chances, particularly education • I know how to take responsibility for some aspects of my health and I understand that my health related decisions will have consequences 	<ul style="list-style-type: none"> • I understand that some people face barriers to better health and I appreciate the challenges that this brings (young carers, refugees, poverty, homeless)
	<p>Healthy me</p> <ul style="list-style-type: none"> • I understand the range of factors that affect my physical and mental health • I understand there is a wide range of actions that I can use to enhance and protect my health • I appreciate how complex my body is and that it needs to be looked after well, now and in the future (includes substance misuse, addiction, etc. and impact on the body) • I understand what the locus of control (Rotter, 1966) is and that I can apply this to my own life (take responsibility for my actions and my health) • I know of some ways to apply theoretical change models to improve my health and my life <ul style="list-style-type: none"> • I know where I can access further information • I understand that the people I surround myself with can have an effect on my health 	<p>Healthy me</p> <ul style="list-style-type: none"> • I can use new (health-related) information to inform my lifestyle choices • I recognise that my health choices can affect my emotions • I am aware of the importance of looking after myself and that it is my responsibility to do so • I know of some ways to improve my sense of self-awareness • I know that I am responsible for my decisions and the associated consequences • I acknowledge that I am in control of changes in my life and appreciate that the decision to implement change can be challenging
	<p>Being me</p>	<p>Being me</p>

- I understand that society changes across a range of levels and I know some of the reasons why this change occurs
- I know that, across different societies, young people experience greater or lesser degrees of freedom and safety
- I understand that I have a responsibility for the world's resources and recognise that as there is change in the environment we need to act accordingly
 - I am aware of how I can become involved (signposting action groups)
 - I understand the cultural world I live in and the wider cultures across my country and the world
 - I understand some of the cultural norms in different places (and how prejudice and discrimination will differ in other areas)
 - I understand that I have a shared responsibility to support my community
 - I understand the role that politics can play in my community, wider society and culture, and how this can change over time
 - I understand that world change is ongoing and is to be expected
 - I know some strategies for managing my feelings about world changes
 - I know some strategies for managing my feelings about political changes
 - I know some strategies for managing my feelings when they differ from other people's feelings
 - I know some ways to deal with on-going world changes

- Changing me**
- I understand the importance of moving on to Year 11 and I have some of the skills to help me succeed
 - I understand that any change brings different emotions and that I know how to deal with these emotions
 - I know that I can associate positive change with positive

- I can recognise some threats to the environment and know some measures I can take to reduce my carbon footprint
- I recognise that, as a result of assimilating new information, my opinions and attitudes may change
- I have some skills and strategies to manage my personal safety and can offer support to others when needed
- I can manage my feelings peaceably when others have different views and political standpoints

- Changing me**
- I can identify some of the positive changes in my life and how I feel about them
 - I can identify one change that I would like to make and can
 - say why that change would be positive

	<ul style="list-style-type: none"> • emotions (altruism) • I understand the role perseverance plays in changing my behaviour and I know how I can be tenacious to realise change 	<ul style="list-style-type: none"> • I am able to apply a model of behaviour change to my life for the better • I can weigh up what my decision making process could be when faced with a novel opportunity • I can identify changes in my life that are yet to come • I recognise the complexity of emotions that are associated with change • I have some emotional resources to help me cope with change effectively • Given what I know about myself, I can think through how decisions may affect my future (putting myself in my future shoes) • I can feel apprehension, excitement and pride simultaneously when it comes to thinking about future change
	<p>Relationships</p> <ul style="list-style-type: none"> • I understand the reciprocal benefits of supportive friendships • I understand some of the factors that can make relationships less healthy • I understand some of the reasons why relationships break down • I know how my brain functions when I experience extreme emotions • I understand that I exhibit certain behaviour depending on my different relationships • I understand that life experiences may feel overwhelming at the time and that I have a variety of support mechanisms to help • I know of some ways to improve certain aspects of my less healthy relationships • I know some ways to show that I value others 	<p>Relationships</p> <ul style="list-style-type: none"> • I can recognise the different elements of a healthy relationship and understand that these may differ among other individuals • I recognise how supportive friendship groups can be • I recognise abuse in its many forms and some of the complex emotions associated with abuse • I recognise that I can change and develop my behaviour and see patterns in others' behaviour • I can recognise that my life is a long journey and I have the skills to move on from difficult experiences • I recognise the positive feelings that healthier relationships can bring about in me and others • I can express gratitude for the healthy relationships that I have
Year 11	Dreams and Goals	Dreams and Goals

	<ul style="list-style-type: none"> ● identify goals that are in the near future and others that are longer term aspirations ● understand that some goals take longer to realise than others and that they may change over time ● understand that it will be necessary for me to develop and change my skill set continuously to meet ever-changing demands ● understand a range of possible scenarios and consequences that may affect me and my peers, and identify potential ways forward ● name some of my personal goals that are related to the type of person I want to be ● know how realise some personal goals ● know it is my choice and my responsibility to put into practice the skills that will help me achieve my goals 	<ul style="list-style-type: none"> ● know that skills like perseverance and tenacity will equip well for the future, and know what 'sticking to the plan' looks like ● know how to be patient and recognise that building skill set takes time ● know-how be adaptable and can manage change, including in the work place ● understand why some situations arise and can think of ways they could be resolved ● understand why personal attributes are important and know how develop and nurture them ● accept that there are many choices ahead of and appreciate that each choice has a consequence
	<p>Healthy me</p> <ul style="list-style-type: none"> ● I know of some ways to help me manage any anxiety I may feel now and in the future ● I know of some ways to help me manage when I feel overwhelmed ● I know where I can access further information and support ● I know of some ways to help me relax effectively ● I know of some ways to help me sleep better, now and in the future ● I know of some ways to help me prepare for exams and to help improve my concentration ● I recognise some of the key aspects involved in a sexual relationship and understand the importance of a healthy attitude towards sexual relationships ● I understand the role of sex in the media and its impact on sexuality ● I understand that sexuality is a spectrum and I can describe my attitude towards sexuality 	<p>Healthy me</p> <ul style="list-style-type: none"> ● I acknowledge that I am in control of changes in my life and appreciate that the decision to implement change can be challenging ● I know some strategies to manage my relationships (which could include sexual relationships) as effectively as possible

	<ul style="list-style-type: none"> ● I understand that everyone is on a spectrum of sexuality and it is their business where they place themselves on it ● I understand that it is important to respect myself and my preferences, including sexual preferences 	
	<p>Being me</p> <ul style="list-style-type: none"> ● I know some of the ‘tools’ (personal attributes) that will help me succeed this year and into the future ● I know some of the paths (education/training) that are available to me now ● I know it is my responsibility to take action (ILOC) ● I know how to manage my emotions, including when they become difficult ● I know how to identify the most appropriate ‘tools’ to support my learning ● I know how to persevere and stick to the plan ● I know how to persevere and can recognise how delaying gratification can benefit my life now and in the future 	<p>Being me</p> <ol style="list-style-type: none"> 1. I am able to identify the key dates and features of the coming year and make necessary preparations for them 2. I am able to utilise constructive criticism and feedback to help me make progress 3. I can identify some of the processes that help me decide what’s best for my future 4. I recognise that I have the necessary tools to help me accomplish my goals 5. I recognise that it is natural to feel apprehensive/nervous when faced with important challenges and decisions 6. I am able to rationalise my current circumstances and focus on my goals
	<p>Relationships</p> <ul style="list-style-type: none"> ● I know that I have the right to privacy online and offline, and that others have the same rights as me ● I know how to maintain my privacy when I want to ● I know what I can do if I am experiencing conflict or discomfort in a relationship ● I understand that social media can be used negatively ● I understand the different stages involved in many relationships and how people’s behaviour can change according to the stage ● I know some strategies to manage my relationships as effectively as possible, including how to end relationships ● I understand how I can be discerning when assimilating ● information presented to me 	<p>Relationships</p> <ul style="list-style-type: none"> ● I can identify what constitutes a healthy relationship ● I am able to identify the difference between real and media-biased relationships ● I recognise the importance of maintaining my individuality in my relationships ● I recognise the key tenets involved in a sexual relationship and know that the timeline of readiness will vary for everyone ● I appreciate the importance of discretion and privacy ● I appreciate that I am in charge of my life and only I know if/when I’m ready

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| | <ul style="list-style-type: none">• I understand that it is important to respect myself and my preferences in relationships• I know of some strategies to communicate my wishes effectively | |
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