

MRGS Yr10 Health Curriculum

| Term Theme | Learning Intentions <i>This term students will....</i> | Success Criteria <i>By the end of this term student should/will....</i> |
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| Term 1 “Understanding the Generic Health Model and applying it to Alcohol and Cannabis | <ul style="list-style-type: none"> • Identify and describe the 4 dimensions of wellbeing and be able to inter-relate them to show how they positively or negatively effect wellbeing • Gain knowledge of the Generic Health Model and how it can be applied to any health issue • Research a specific issue related to Alcohol or Cannabis (with a partner or in small groups) using credible sources. • Knowledge of the dangers of alcohol and cannabis through student based learning and presentation | <ul style="list-style-type: none"> • Recognise how multiple dimensions of wellbeing can affect a person and apply strategies to enhance wellbeing • Have an understanding of the “Sociological perspective”(PIPS- personal/interpersonal/societal) and identify it within scenarios • Be able to identify the issues within Alcohol and Cannabis use and consider strategies at PIPS levels to bring about health enhancing change • Apply the generic health model to the issues of alcohol and cannabis consumption and teach peers • Basic Knowledge of research skills, using the internet to gather information, data and evidence to prove a health concern is an “issue” within a community/society |
| Term 2 “Keeping ourselves safe” | <ul style="list-style-type: none"> • Gain an understanding of the male and female reproductive systems • Identify the importance of a healthy relationship and recognise the characteristics of an unhealthy one • Identify and analyse the rights and responsibilities of both parties in a relationship and relate these to wellbeing • Consider the attitudes, values and beliefs of various groups and cultures and how this plays an important role in decision making and open communication in a relationship • Understand what abstinence is, the benefits and the important role of attitudes, values and beliefs in a relationship. • Gain knowledge of contraceptive methods • Have an understanding of what an STI is, how they are contracted, the different types, symptoms (or lack of) and treatment options • Students will consider how wellbeing (the 4 dimensions) is affected by societal influences on sexual orientation and gender diversity. • Analyse how social media and access to pornography can create an unhealthy perception on sexuality and relationships. | <ul style="list-style-type: none"> • Know how the reproductive system works and be able to explain the pathway of female eggs and male sperm and the changes to the system that occur during puberty. • Analyse relationship characteristics and determine the importance of open communication, rights and responsibilities and the importance of maintaining, managing and enhancing healthy friendships and relationships • Recognise the importance of culture, ethnicity, religion and personal values and beliefs in regards to relationships and being able to relate this to rights and responsibilities and enhancing personal and interpersonal wellbeing. • Identify strategies at the PIPS levels for reducing the effect of negative social media. |

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| <p>Term 3</p> <p>“ Project Based Learning – how can we as a class, apply the Generic Health Model to an area and health issue of interest”</p> | <ul style="list-style-type: none"> • Demonstrate their understanding of the Generic Health Model and apply it to a class project • Collaborate as a class and in smaller groups to come up with a project, actions and outcomes • Show understanding of Health Promotion and action planning | <ul style="list-style-type: none"> • Have completed a class project which has contributed to health promotion either within the school or wider community • Evaluated their contribution to the class project, the successfulness of the project and identified possible next steps (individually and for the class or project itself) |
| <p>Term 4</p> <p>“BodySafe and health topic Interest areas”</p> | <ul style="list-style-type: none"> • BodySafe programme weeks 1-4 • Identify interest areas of health (and/or health issues) and collaboratively plan learning around these interest areas | <p>BodySafe programme outcomes:</p> <ul style="list-style-type: none"> • Increase knowledge about sexual violence, consent and sexual rights and responsibilities • Build communication skills to negotiate consent in sexual situations • Increase understanding of healthy and respectful sexual relationships • Build young people’s confidence to access support services and explore personal healing strategies • Build safe bystander intervention skills |