

Year 7 PSHE Curriculum Overview



Subject – Personal development

	Session Content	Powerful Knowledge	How can you help at home?
Autumn Term 	Living in the wider world <ol style="list-style-type: none"> Identifying and expressing emotions Managing the challenges of a new school Establishing and managing friendships My values, personal strengths and areas to develop Being an upstander Personal safety and emergency responses 	<ol style="list-style-type: none"> Ekman identified 6 basic emotions that include sadness, happiness, fear, anger, surprise and disgust. All of these emotions are important. Plutchik's wheel of emotions helps to visualise the different emotions and how they link to each other. Starting a new school is a transition phase in life and comes with many changes. It is important to consider strategies that you could use to be more confident and think of strategies that you could use to manage the change. Friendships are an important relationship that we have in our support network. Making new friends in a new setting can be worrying but also very rewarding. To maintain a friendship both parties must put in effort, set boundaries and build trust. Values are standards that you hold yourself to in relation to your behaviour – they could be personal values that are important to you as an individual or values that are held by an organisation or community. An upstander is a person that speaks or acts in support of an individual or cause, particularly someone who <u>intervenes</u> on behalf of a person being attacked or <u>bullied</u>. Keeping safe near open water and railways is important as it can help you to stay safe. Knowing how to call 999 or 101/111 to access emergency services is an important skill that may help to save someone's life. 	<ul style="list-style-type: none"> Use the resources on Showbie to explore what is meant by the 6 basic emotions, how we can recognise these and manage these Discuss what your values are as a family are and how these link to the school Personal Best values Look at current news stories together and discuss how to be an upstander in difficult situations
Spring Term 	Health and wellbeing <ol style="list-style-type: none"> Healthy lifestyle choices (physical and mental health) Managing unhealthy influences Physical changes of puberty Menstruation Emotional changes of puberty Staying safe online 	<ol style="list-style-type: none"> You can access reliable information about health from the NHS websites, school and charity resources such as ChildLine. An influence is something that causes you to change the way that you behave in either a positive or negative way. Tobacco, caffeine, vapes and alcohol are activities that can have a negative impact on our health and wellbeing. Some are illegal or age restricted. Biologically male and biologically female people undergo various physical changes in puberty that happen to their bodies as hormones are getting their bodies biologically ready to reproduce (have a baby). The menstrual cycle commences at puberty for biologically female people and there are a variety of products available to support with managing period blood flow. Individuals will choose a period product that is best for them, there is no one correct product to use. During puberty hormonal changes in the body cause changes with emotions and can cause sexual feelings to start to arise toward others. Understanding these emotional changes helps to make puberty less daunting. Our lives are lived both in person and online. It is your responsibility to keep yourself safe online by using password protection on apps, sticking to community guidelines, being aware of how to report or block an account is an important tool to keep yourself safe. 	<ul style="list-style-type: none"> Visit the period product aisle of the supermarket/ online store on your shop and talk through the different products available Use the Showbie/ NHS resources to discuss the emotional and physical changes of puberty and answer any questions that your children may be worried about
Summer Term 	Relationships <ol style="list-style-type: none"> Types of relationship Healthy and unhealthy relationships Communicating consent How does puberty impact our relationships? What is bullying? Recognising and challenging stereotypes 	<ol style="list-style-type: none"> A relationship is a connection between two or more people. There are many different types of relationships including: familial relationships, friendships, romantic relationships, professional relationships, educational relationships. There are appropriate and inappropriate ways to behave in each of these types of relationships. Some relationships are healthy and some are not. Red flags of a relationship are things that happen that mean a relationship may not be healthy. Consent is agreeing to do something and having the capacity to agree. Capacity may be reduced due to age, illness or consumption of alcohol or drugs. Emotional and physical changes that happen in puberty can test our relationships, particularly our friendships and familial relationships. There are many tools that can be used to manage this. Bullying/cyber bullying are repeated intentional patterns of harmful behaviour by individuals or members of a group. The effects of bullying can be hugely detrimental to the victims. Bullying can be physical or emotional. Bullying can sometimes be shrugged off as 'banter' but this is a dangerous playing down of behaviour that is unacceptable. Bullying behaviours can be indirect and can also sometimes be criminal. Media stereotypes can impact individuals and communities by affecting self-image, self-concept and self-esteem. Being able to recognise what is real and what is targeted advertisement or propaganda is important in navigating the online and offline spaces we live in. Understanding and being tolerant of other people's perspectives is important. Defining our right to freedom of speech as British and global citizens is a powerful tool. 	<ul style="list-style-type: none"> Engage in conversation about support networks and where your child would go if they needed support As a family, familiarise yourself with the sources of support that can be accessed by young people if they needed help with their relationships

Year 8 PSHE Curriculum Overview



Subject - Personal development

Autumn Term

Living in the wider world

Session Content

1. The Equality Act and freedom of speech
2. Recognising and challenging racism and radicalisation
3. Recognising and challenging homophobia, biphobia and transphobia
4. Online communication – what is public what is private?
5. Online grooming
6. Critically assessing media sources and their reliability

Powerful Knowledge

1. The Equality Act was passed in 2010 and replaced previous anti-discrimination laws to reduce confusion. The Equality Act protects people from discrimination based on 9 protected characteristics: age, disability, pregnancy, marriage, sex, sexuality, gender reassignment, religion and race. Freedom of speech is a principle that supports the freedom of an individual or a community to articulate their opinions and ideas without fear of retaliation, censorship, or legal sanction. Hate speech is public speech that expresses hate or encourages violence towards a person or group based on something an inherent characteristic.
2. Discrimination is legally defined in the UK as: a person (A) discriminates against another (B) if, because of a protected characteristic, A treats B less favourably than A treats or would treat others. Racism is discrimination towards people on the basis on their race. Radicalisation is causing someone to adopt extreme, racist, political or social views.
3. Homophobia is prejudice or discrimination against gay people, biphobia is prejudice or discrimination against bisexual people and transphobia is prejudice or discrimination against transsexual people.
4. The internet enables messages to be sent and received quickly and to be seen or accessed by many people. Recognising what your digital footprint is and how to manage it is important for keeping yourself safe when you are interacting with the online world.
5. Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. Online grooming is where someone uses technology to build the relationship.
6. You can critically assess the sources that you are reading and using online to deduce whether they are factually correct or disinformation. It is important to be aware of echo chambers and how to recognise when you are not hearing or taking a balanced view to a situation.

How can you help at home?

- Discuss how the Equality Act is implemented or discussed at your workplace or in groups you may help to facilitate
 - Use the materials and case studies on Showbie to discuss appropriate and inappropriate behaviours
 - Use the links below to read more about supporting your children to stay safe online
- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
- <https://saferinternet.org.uk/guide-and-resource/parents-and-carers>

Spring Term

Health and wellbeing

1. Medicinal vs recreational drugs
2. Energy drinks
3. The risks of alcohol, vapes and tobacco
4. Habit vs dependency and managing influence
5. Mental health – challenging misconceptions
6. Managing emotions and digital resilience

1. A drug is a chemical that changes the brain and/or body when consumed. Drugs can be illegal or legal, recreational or medicinal and every drug can be dangerous if used incorrectly. Illegal drugs are classed as A, B, C, psychoactive substances or temporary class depending on the seriousness of the consequences of their use.
2. Caffeine is the drug that is contained in energy drinks. Caffeine is a stimulant and can be used to make an individual feel more awake. Caffeine is found in dangerously high level in energy drinks alongside other damaging chemicals and sugar. The side effects of caffeine include increased heart rate, anxiety, struggling to sleep. Though not illegal, supermarkets will not sell energy drinks to under 16's.
3. Alcohol, tobacco and vapes are legal to buy or sell if you are under 18. Talk to frank is a factual resource that gives true information about these substances. Many young people are not smoking but vaping straight away – vapes contain many harmful chemicals and there are no long-term studies on the damage they cause to health.
4. The teenage brain is more likely to suffer from substance use disorder as the prefrontal cortex is immature and teens enjoy the rewards of their peers. Substances are addictive because they stimulate the dopamine loop in the brain. Alcohol and cannabis use can irreversibly lower IQ in under 18's. A teenager who has substance use disorder is 6.5x more likely to have one as an adult. Peers are the biggest influence on a young person's choices. Determining your personal values and understanding rule of law helps to make the right decisions.
5. Everyone has mental health which includes their psychological and emotional well-being. It is important to be factually informed to know what diagnosis and terminology means and where people can access support if needed.
6. All emotions are natural and important. Emotions help us to communicate with others, such as when we feel sad and need some help. They also can help us to act quickly in important situations. For example, when you're about to cross the street and see a car coming quickly, fear gets you to jump back onto the curb.

- Look through the talk to frank resources to explore the effects of drugs
- Explore law on illegal drugs and what the consequences could be for possession
- Explore the article on county lines and how the origins of illegal drugs are always criminal and exploitative

Summer Term

Relationships

1. Qualities of a healthy relationship (including FGM)
2. Managing conflict in relationships
3. Forming new partnerships
4. Consent – the law
5. Explicit image sharing – the law
6. Basic contraception
7. Gender identity and sexuality. Challenging discrimination

1. Relationships require work and time and are not linear. Some things in a relationships are always unacceptable and could be criminal, but other things are down to personal values and beliefs and communication of these between the people in the relationships. Tolerance and mutual respect for other people are important foundations of healthy relationships. FGM is a type of child abuse.
2. Sometimes relationships are no longer working and they need to be re-navigated. Having strong and non-confrontational communication skills are key.
3. When forming new relationships, it is important to be open and honest and realistic in your expectations. A healthy approach is listening to each other, being respectful and accepting what each person's boundaries are. Recognising red flags and challenging them in an appropriate way is important for creating healthy relationships.
4. Consent is agreeing to do something and having the capacity to do so. In the UK the legal age for a person of any sex, gender or sexual orientation to consent to sexual activity is 16. Under this age an individual is deemed not to have the capacity to consent. Sexual activity between two or more people is always unlawful if at least one of the people is under the age of 16. Parents have capacity to consent for their child's educational and medical choices. Parents are legally responsible for their children until the age of 18.
5. It is a criminal offense to send or receive a sexually explicit image of a person under the age of 18. It is an offence to take or share an intimate **image without consent** with the intention of causing the victim humiliation, alarm or distress.
6. Contraception can be used to prevent pregnancy and sexually transmitted infections.
7. Sexuality and sexual orientation is about who someone feels physically and emotionally attracted to. This can be romantic or emotional attraction, or both. Gender identity is each person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex. Discrimination means **treating you unfairly because of who you are**. The Equality Act 2010 protects you from discrimination. Being a bystander means you see/hear but do not challenge discrimination.

- Explore the law on consent, gillick competency and consent medically
- Discuss 'what to do if' a friendship ends/ a relationship ends and strategize an approach

Year 9 PSHE Curriculum Overview



Subject - Personal development

Autumn Term

Living in the wider world

Session Content

1. My personal brand
2. Healthy and unhealthy friendships
3. Recognise passive, aggressive and assertive behaviour
4. Crime and communities
5. The impacts of cannabis
6. Gangs and knife crime

Powerful Knowledge

1. Values are important as they help you to define who you are and how you want to act. Considering your online presence as well as how you act in person is important in the school and wider community.
2. Relationships between friends are important as they form the basis of our support network inside and outside of the school community. Recognising behaviours that are inappropriate in friendships and building up courage to challenge and call them out is important.
3. Assertive behaviour is important when thinking about doing the right thing. Being passive means allowing bad things to happen without interfering, being aggressive means acting in a way that is threatening or on the attack. Being assertive means being self-assured and confident without being aggressive to defend a right point of view or a relevant statement.
4. Crime can impact communities by: making residents feel unsafe, making businesses lose business by decreased footfall, affecting house prices, prevent growth and development, home insurance premiums may rise. Intimidation means to make someone become fearful by using threats.
5. Cannabis is a Class B illegal drug. The maximum sentence for possession of cannabis is 5 years in prison. Cannabis has strong links to causing a decline in mental health and can permanently lower the IQ of those who use it under the age of 18 as the brain is still developing.
6. A gang is a group of associates, friends or members of a family with a defined leadership and internal organization that identifies with or claims control over territory in a community and engages, either individually or collectively, in illegal, and possibly violent, behaviour.

How can you help at home?

- Discuss social media and online presence, look together at what is public and private information
- Use the case studies used on Showbie to discuss what behaviour constitutes aggressive, assertive and passive behaviours
- Read through the following resource on county lines: <https://parents.actionforchildren.org.uk/behaviour/challenging-behaviour/what-is-county-lines-drug-trafficking/>

Spring Term

Health and wellbeing

Session Content

1. Relationships between physical and mental health
2. Independently managing sleep and diet
3. Body image
4. Types of families and managing change
5. Securing personal information online
6. Being a critical user of the media

Powerful Knowledge

1. Physical and mental health are linked. Physical health describes the condition of your body. This includes whether you have an illness, injury or a health condition. Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices.
2. Sleep and diet are important components of our health. To get enough sleep you need to have a good nighttime routine that works for you, there are certain behaviours that inhibit sleep such as screens and these should be avoided closer to bedtime. Diet is an important component of health, as a healthy diet can reduce the risk factors of many diseases. Eating healthy gives you more energy which can support with progressing in your studies.
3. Body image is a person's thoughts, feelings and perception of the aesthetics or attractiveness of their own body. Appearance ideals are the ways that society and the media portray that we should look either directly or indirectly.
4. There are certain legal responsibilities of a parent to a child such as education choices and medical care. Over the course of a child's life a parent's responsibilities and challenges change.
5. Users of the internet need to ensure that they are digitally informed about how to keep their personal information safe in online spaces, including how to spot misinformation, speculation or rumour online
6. Being a critical consumer of media means being able to research a topic or subject independently and form their own opinions on the topic.

How can you help at home?

- Use the sources of support slide shown on Showbie to explore avenues of support inside and outside of school that someone could use if they needed help
- Watch the clips on the body image lesson and use the resources to discuss what body image and appearance ideals are and how they have changed over time

Summer Term

Relationships and sex

Session Content

1. Gender roles in relationships
2. Stages of a romantic relationship
3. Consent
4. Safe sex (safe sex materials and contraception)
5. Influences on sex – the media and pornography
6. Assessing the risk of sharing explicit images

Powerful Knowledge

1. Traditional gender roles or expectations can be negative influences on individuals' expectations of themselves and others in a relationship. Stereotypes are overgeneralised beliefs about certain groups of people.
2. Romantic relationships are consensual relationships between two people. The legal age for consent to sexual activity in the UK is 16.
3. Consent must always be voluntarily given and can be withdrawn at any time. Boundaries in relationships built on consent are essential. The media and social media can be dangerous in promoting negative myths about expectations in a relationship.
4. You can protect against STIs by using barrier methods. To test for STIs you can visit your GP or a sexual health clinic.
5. The media and pornography can create unrealistic expectations of what should and shouldn't happen within a consensual sexual relationship. It is important to realise what is myth and reality when it comes to what is portrayed in the media and pornography.
6. Creating, sharing or storing explicit images of a person under the age of 18 is illegal, even if you took the image yourself. The consequences of sharing explicit images could be social stigma, blackmail, online sexual harassment and losing control of the images.

How can you help at home?

- Use the resources on Showbie to discuss what consent is legally and what the law on consent says in the UK.
- Discuss healthy relationship boundaries in all types of relationship (friendship, professional, familial, romantic...)
- When watching films or TV series at home, consider the relationships portrayed and whether they show a realistic, consensual relationship between 2 people.

Year 10 PSHE Curriculum Overview



Subject – Personal development

Autumn Term

Living in the wider world

- Session Content**
1. Managing challenges in adolescence
 2. Mental health and misinformation
 3. What is a community?
 4. The Equality act and me
 5. Managing conflict and challenging discrimination
 6. Recognising extremism and radicalisation

- Powerful Knowledge**
1. Peer pressure is a feeling that one must do the same things as other people of one's age and social group in order to be liked or respected by them. Thinking about strategies to manage peer pressure is important to manage and reduce personal risk.
 2. Misinformation is inaccurate information that is intended to cause distress. Factually correct information about mental health can be accessed from a GP, NHS online sources and charities such as Mind.
 3. We all belong to a community and have an important role in contributing to and making our communities better. A community is a group of people living in the same place or having a particular characteristic in common.
 4. The Equality Act 2010 was written into law to protect people from discrimination. The Equality Act lays out 9 protected characteristics which are: age, gender, sex, sexuality, gender reassignment, disability, marriage, pregnancy, religion.
 5. In life you will always come across views that are different from your own, it is important that you can challenge discriminatory views but also learn to understand and accept other people's perspectives in a tolerant and respectful manner. Discrimination is where someone is treating you unfairly because of who you are, you have a role in recognising and challenging discrimination in all its forms in all your spaces (school, home, wider community).
 6. Extremism is having extreme political or religious views; these views can sometimes be shared in echo chambers online.

- How can you help at home?**
- Explore your child's use of social media, what are they seeing, which voices are they hearing?
 - Explore the news and current affairs together, are there any trends that are emerging?
 - Discuss how you can be an ally and a positive bystander

Spring Term

Health and wellbeing

- Session Content**
1. Identifying inspiring role models
 2. The influence of the media and social media
 3. The influence of the media on drug and alcohol abuse
 4. How do drugs and alcohol affect our decisions
 5. Managing peer influence
 6. Exit strategies

- Powerful Knowledge**
1. A role model is a person whose behaviour, example, or success is or can be emulated by others.
 2. Bias, opinion, speculation and fake news are all elements that can influence a person's opinions through what they read or see in the media. The purpose of social media for some people is to make money as their main income, therefore content may be promotional or aspirational. Echo chambers are where one message is repeated and strengthened in person or online. Cookies send you targeted content, and the social media algorithm sends you recommended videos, blogs and posts to view.
 3. Social media can glamorize and normalise illegal and risky behaviours. It is important to be able to recognise where the media or social media may be showing an unrealistic viewpoint or perspective of illegal behaviours.
 4. Drugs alter the way that our brains send signals and affect our capacity to make rational decisions that can increase personal risk.
 5. Peer influence is joining in with something for fear of being rejected by the group. Peer influence can be very strong due to teenage brain changes and developments.
 6. Having strategies to keep yourself safe in a variety of situations reduces personal risk. Thinking about these strategies in a classroom environment can be helpful as it is lower stakes than in real life.

- How can you help at home?**
- Explore your child's use of social media, what are they seeing, which voices are they hearing?
 - Explore the news and current affairs together, are there any trends that are emerging?
 - Discuss how you can be an ally and a positive bystander

Summer Term

Relationships and sex

- Session Content**
1. Domestic abuse and coercion
 2. Challenging rape and incel culture
 3. Sexual offences and honour-based violence
 4. Consent and revenge porn – pressure and victim blaming
 5. Body shaming
 6. Safe sex (pregnancy)

- Powerful Knowledge**
1. Coercive control in a relationship is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse. Cuckooing is where a criminal gang takes over the home of a vulnerable person for the purposes of drug dealing. Abuse is treating someone or something with cruelty and violence. Domestic abuse is an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence.
 2. Culture is an umbrella term which encompasses the social behaviour, institutions, and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups.
 3. Sexual offences come under the sexual offences act 2003. Honour based violence refers to a collection of practices used predominantly to control the behaviour of women and girls within families or other social groups in order to protect supposed cultural and religious beliefs, values and social norms in the name of 'honour'. FGM is all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.
 4. Consent must be freely given, and the person must have capacity to consent, consent can be withdrawn at any time. Victim blaming means when the victim of a crime or any wrongful act is held entirely or partially at fault for the harm that came to them – this is not acceptable. Revenge porn is revealing sexually explicit images or videos without consent in order to cause distress or embarrassment.
 5. Body image is a person's subjective picture or mental image of their own body. Body image can be affected by multiple things including: the media, social media, peers, family, relationships, language used around image
 6. Safe sex has 3 components: consent, prevention of pregnancy and prevention of STI's. Contraception is used to stop the sperm reaching the egg either by stopping the sperm and egg meeting, stopping egg production or stopping a fertilized egg from attaching to the lining of the womb

- How can you help at home?**
- Discuss features and red flags of relationships
 - Explore the law around explicit imagery and the impact it can have on a person
 - You may want to use the sexual offences legislation to support in conversations: <https://www.legislation.gov.uk/ukpga/2003/42/contents>
 - Use the Dove self-esteem project as a prompt to discuss body image

Year 11 PSHE Curriculum Overview



Subject – Personal development

Autumn Term

Relationships and sex

Session Content

1. Legally recognised relationship statuses – parenting styles
2. What are my core relationship values?
3. Managing and communicating my emotions and needs in relationships
4. Challenging harassment
5. Fertility and pregnancy loss
6. Abortion – laws and rights

Powerful Knowledge

1. Marriage is a legal union of two people in a relationship that gives certain legal rights and protections. A civil partnership is a legally recognized arrangement like marriage, created for both same sex and opposite sex couples. Civil unions grant some or all the rights of marriage. Cohabitation is two people living together without being married or in a civil partnership. The four styles of parenting are: permissive, authoritative, authoritarian and neglectful.
2. Values are standards that you hold to and monitor your behaviour against in both your personal life and community life. Knowing what your values and boundaries are in relationships is important so that you can build healthy communication with a partner. Values are also important when relationships break down.
3. Recognising your emotions and situations that make you feel certain ways is important so that you can implement strategies to manage and express your emotions in appropriate ways. Being able to communicate how you are feeling with the other person or people in a relationship is important in order to ensure that each person's boundaries are respected.
4. Challenging harassment can feel difficult, especially if comments and actions occur within friendship groups. It is never alright to pass off harassment or inappropriate comments as being 'banter' or a 'joke'. Being an upstander is important as it challenges and calls out behaviours that are not acceptable. Fertility is a person's ability to conceive children. Factors such as age and lifestyle factors can affect a person's fertility. Biologically female and male people have different patterns of fertility with age. When a biologically female person stops menstruating, this is called menopause.
5. Abortion is the termination of a pregnancy via medical intervention. Abortion is legal up to 24 weeks in the UK unless the health of the mother or baby is at risk.

How can you help at home?

- Use the resources to explore and discuss the legal implications of the different types of legally recognised relationships
- Using the resources on Showbie and current affairs in the news, discuss which constitutes harassment and which behaviours, words or phrases are unacceptable

Spring Term

Health and wellbeing

1. Creating positive content online and managing my time
2. Looking after your personal health
3. Identifying and checking for cancers
4. Recognising and challenging appearance ideals
5. Managing judgement and setting expectations
6. Developing a healthy self-concept and stress
7. Stress management strategies

1. Screen time is a measure of how long you spend on a 'screen' over the course of 24 hours. Managing your screen time is important as excessive use of screens can reduce real life connections and conversations between people which have been shown to be beneficial to wellbeing. Your online digital footprint is important as it gives others and even potential employers an indication about what you are like as a person.
2. You should be aware of which GP you are registered with so that you can make an appointment if needed. Patients should be 16 to make an appointment with a GP on their own but there are exceptions to this. Being aware of what is 'normal' for your health and your body is important as it means you can see a GP if you need to as quickly as possible.
3. Being aware of what is 'normal' for your body and having a routine for checking for (in particular breast and testicular cancer) is an important part of keeping yourself safe and looking after your health. Accessing your GP is an important step in addressing any concerns that arise following personal cancer checks.
4. The "appearance ideal" is what our culture tells us is the "ideal" way to look. This "ideal" promotes the belief that for individuals to have value, our bodies must look and be a certain weight, shape and size.
5. Judgement means making considered decisions and coming to sensible conclusions. It is important to have high but realistic expectations of yourself to motivate you to succeed.
6. Having confidence in yourself and your abilities is important. Stress is a natural reaction to certain situations, and it is important to recognise for you which situations may cause stress and then decide which strategies work for you to reduce your stress.
7. There are many ways that you could manage stress, some strategies include take breaks from watching, reading, or listening to news stories, including those on social media, take care of yourself, take care of your body, make time to unwind, talk to others, connect with your community or faith-based organizations, avoid drugs and alcohol.

- Discuss self-checks for cancer and how to make a GP appointment/ access the GP
- Use the resources from Showbie (Personal development folder) to support with creating a realistic revision timetable that includes breaks
- Use the resources on Showbie to discuss stress management techniques and strategies that will support during the exam period

Summer Term

