



This document contains

A full list of Healthy Minds learning outcomes of the elements owned by Bounce Forward

A suggested teaching timetable for Healthy Minds

The Healthy Minds learning outcomes mapped to relationships, sex and health education

Please scroll down to view these 3 documents

Year 7: Resilience Skills

Lesson 1	<p>Resilience & harnessing positive emotion</p> <ul style="list-style-type: none"> • Understand that life is a journey with challenges (big and small) and it is our resilience that helps us overcome these • Understand the role of positive emotion • Discover that all emotions can be helpful and unhelpful, and we can learn to regulate them • Understand that we ALL have resilience
Lesson 2	<p>Connecting the brain, emotions & thoughts</p> <ul style="list-style-type: none"> • Understand the brain and the role of emotions • Consider the importance of being calm to help with resilient responses • Discover the link between thoughts, feelings and behaviours
Lesson 3	<p>Introducing Gremlin Beliefs</p> <ul style="list-style-type: none"> • Understand that resilience skills can help us understand why we react the way • Identify common Gremlin Beliefs of resilience • Recognise that the Gremlin Beliefs are not in control
Lesson 4	<p>Optimism and evidence</p> <ul style="list-style-type: none"> • Understand there is a difference between optimistic and pessimistic thinking • Know the importance of respect for different perspectives • Discover how to use evidence to create more flexible and accurate thinking
Lesson 5	<p>WoBbLe</p> <ul style="list-style-type: none"> • Understand the importance of gratitude • Know how to use the WoBbLe skill – to tame the Catastrophising Gremlin Belief • Discover how to calm down when emotions are strong
Lesson 6	<p>Resilience planning</p> <ul style="list-style-type: none"> • Understand all the resilience skills covered in the lessons • Create an individual resilience plan • Consider how resilience skills can help one express themselves and understand others

Year 7: Media Navigator

Lesson 1	<p>Introduction to media literacy and social media</p> <ul style="list-style-type: none"> • Define media literacy • Explain media literacy concepts • Identify text and subtext in media examples • Recognise the characteristics of social media versus traditional media
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Year 7: Media Navigator continued

Lesson 2	<p>Fantasy and reality</p> <ul style="list-style-type: none"> • Define and recognise some characteristics of reality television • Identify the difference between reality and fantasy in various types of media • See the untold stories when watching reality television • Define and understand what it means to set a boundary in relation to on-line
Lesson 3	<p>Advantages & disadvantages of social media & setting boundaries</p> <ul style="list-style-type: none"> • Identify the advantages and disadvantages of social media • Share experiences and stories of boundary setting or boundary crossing online • Understand the impact of social media activity on future goals and aspirations
Lesson 4	<p>Benefits of social media</p> <ul style="list-style-type: none"> • Explore the positives of using social media and how it impacts how we receive, alter, and share information • Create personal guidelines for using social media in a positive way. • Discuss how media can be used to build community, find support, and decrease isolation in their lives
Lesson 5	<p>Creating identity maps</p> <ul style="list-style-type: none"> • Describe my online identity and how I want to be thought of by others online • Create a map connecting my current identity to future goals • Describe my map to other people
Lesson 6	<p>Presenting social media identity maps</p> <ul style="list-style-type: none"> • Communicate how social media forms part of my identity now and in the future • Identify that other students have different ideas and identities and use social media in different ways • Explain how my online identity may influence my future

Year 7: Intentional Stillness

Lesson 1	<p>Introduction to intentional stillness</p> <ul style="list-style-type: none"> • Understand what intentional stillness means. • Consider three different types of intentional stillness. • Practise and discuss three different types of intentional stillness.
Lesson 2	<p>Using intentional stillness to deal with anxiety</p> <ul style="list-style-type: none"> • Explore the link between intentional stillness and feeling anxious. • Identify what fills my stress bucket. • Practise intentional stillness that can help me deal with anxiety.

Year 7: Intentional Stillness continued

Lesson 3	<p>Using intentional stillness to deal with anxiety</p> <ul style="list-style-type: none"> • Explore the link between intentional stillness and sleep. • Discuss the importance of sleep. • Practise intentional stillness that can help me prepare for a good night's sleep.
Lesson 4	<p>Connection to others</p> <ul style="list-style-type: none"> • Understand the link between human connection and mental health. • Explore the social brain. • Practise expressing gratitude.

Year 8: Resilience Revisited

Lesson 1	<p>Revisit the skills of resilience</p> <ul style="list-style-type: none"> • Refresh the resilience skills • Increase awareness of when to use the skills and in what circumstances • Students who have not completed previous lessons gain a basic idea of the resilience skills
Lesson 2	<p>Optimistic thinking</p> <ul style="list-style-type: none"> • Learn to apply the resilience skills • Understand how to recognise pessimistic thoughts and be more flexible and accurate in our thinking • Increase knowledge of students who did not complete the previous resilience lessons
Lesson 3	<p>WoBbLe</p> <ul style="list-style-type: none"> • Recap the WoBbLe skill – to tame Catastrophising Gremlin Beliefs • Know when to use the WoBbLe skill • Consider resilience and what to do in an emergency
Lesson 4	<p>Assertive communication</p> <ul style="list-style-type: none"> • Discover different communication styles • Understand the beliefs that can get in the way of assertive communication • Recognise that assertive communication allows us to take care of ourselves and is essential for healthy relationships
Lesson 5	<p>Moving on</p> <ul style="list-style-type: none"> • Understand that we all have habits of thinking that can be hard to change • Know that our brains are wired to notice what we want to see • Recognise that we can use our resilience skills to deal with everyday situations as they occur

Year 8: Resilience revisited continued

Lesson 6	<p>Empathy & resilience planning</p> <ul style="list-style-type: none"> • Understand what empathy means • Know how to stand in the shoes of others and show empathy • Consolidate how to use the Resilience Skills in real time
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Year 8: From school to life

Lesson 1	<p>Being part of a group & my adult self</p> <ul style="list-style-type: none"> • Develop rapport as a class group • Be able to use verbal and non-verbal communication to work in a group to solve problems • Select pictures that represent the adult you want to be in the future • Consider the reasons for choosing the images
Lesson 2	<p>Positive and negative role models</p> <ul style="list-style-type: none"> • Consider the links between the four domains of adulthood • Identify positive and negative role models • Discuss how positive and negative role models influence both success and failure • Understand that having goals for the future is helpful
Lesson 3	<p>Bucket list and timelines</p> <ul style="list-style-type: none"> • Create a wish list • Increase your understanding that 'difficulties' are normal and part of everyday life • Create a personal timeline including at least one fork in the road, one obstacle and/or one roadblock • Consider the implications of the decisions you make along the way to your future. • Begin to make connections between the choices you make now and the four domains of adulthood
Lesson 4	<p>Timelines continued</p> <ul style="list-style-type: none"> • Review and complete timelines • Discuss and share your timeline with others • Understand that discussing your timeline with others helps to understand it better • Consider the benefits of breaking down future goals into small steps
Lesson 5	<p>Actions</p> <ul style="list-style-type: none"> • Consider how I can develop clear specific actions • Practise setting specific actions that will help me make progress to the future I want for myself • Understand that what I do right now is linked directly to my future

Bounce Forward Healthy Minds Learning Outcomes



Year 8: From school to life continued

Lesson 6	<p>Possible selves</p> <ul style="list-style-type: none"> • Identify images of what I want to be like and not be like next year • Consider the strategies and specific action I can use to make what I want to be like more achievable • Consider the strategies and specific actions that will help me overcome the difficulties I may face • Develop a poster board to illustrate the thinking I have done about my future
Lesson 7	<p>Adult possible selves</p> <ul style="list-style-type: none"> • Identify images of what I want to be like and not be like, as an adult • Consider the strategies I can use to make what I want to be like become more achievable • Identify that some of the strategies I am using to reach a next year possible self may also be helpful in reaching an adult possible self • Develop a poster board to illustrate the thinking I have done about my future
Lesson 8	<p>Solving everyday problems</p> <ul style="list-style-type: none"> • Practise different problem-solving approaches to solve everyday problems • Recognise that others have similar concerns to me • Understand the importance of seeking help and support from others. • Consider the importance of starting to solve problems straight away and not delaying
Lesson 9	<p>Looking forward</p> <ul style="list-style-type: none"> • Practise problem solving on my own school related problem. • Recognise that others have similar problems and concerns to me. • Understand the importance of seeking help and support from others. • Explore the value of seeking the view of others who may have a different perspective to my own. • Consider the importance of starting to solve problems straight away and not delaying. • Discuss and consider what I have learnt in From School to Life and how to use it in future.

Year 8: Media Influences

Lesson 1	<p>Introduction to Media Literacy and social media</p> <ul style="list-style-type: none"> • Recap media literacy and the difference between text and subtext • Accurately identify at least three techniques of persuasion in media • Differentiate between persuasion and manipulation
Lesson 2	<p>Media gender constructions</p> <ul style="list-style-type: none"> • Discuss the stereotypes applied to girls and women and boys and men in society • Identify the gender constructs in media examples • Examine how ideas about gender identity affect lives • Understand the subtext and untold stories behind media messages regarding sex and sexuality

Year 8: Media Influences continued

Lesson 3	<p>Media and Body Image</p> <ul style="list-style-type: none"> • Identify target marketing tactics to various groups • Begin to understand the intersection of gender, age, and body size • Understand body shaming messages and how to counter these negative messages by being body positive
Lesson 4	<p>Media, Health, and food marketing</p> <ul style="list-style-type: none"> • Compare the marketing of a product with its actual nutritional value • Learn to examine which foods are targeted to specific groups of people • Consider a healthy balanced lifestyle • Identify healthier options for them and their families
Lesson 5	<p>Media, health, and the marketing of addiction</p> <ul style="list-style-type: none"> • Contrast the ideas about a product with real facts about how the product can impact one's health • Understand the connection between marketing of certain products and gambling addiction
Lesson 6	<p>Media and decision making</p> <ul style="list-style-type: none"> • Reflect on their decision-making process • Analyse the ways in we are targeted by media and evaluate how media impact thoughts, beliefs, and decisions • Explore ways to take control of the messages that shape decision making
Lesson 7	<p>Creating media</p> <ul style="list-style-type: none"> • Define what a counter advert is • Deconstruct and discuss sample counter adverts • Create a counter advert
Lesson 8	<p>Presenting media</p> <ul style="list-style-type: none"> • Share the ideas behind their counter advert messages and the messages created by the other students • Practice giving a presentation using visual media



Bounce Forward Healthy Minds Learning Outcomes



Year 9: Physical Resilience

Lesson 1	Exercise and Mental Health <ul style="list-style-type: none">• Understand the link between exercise and mental health.• Consider how different people think about different types of physical activities.• Practise challenging unhelpful perceptions about the link between exercise and mental health.• Identify ways to maintain good physical health.
Lesson 2	Nutrition and Mental Health <ul style="list-style-type: none">• Understand the link between nutrition and mental health.• Consider barriers that can get in the way of maintaining healthy nutrition.• Identify key facts and myths for a mentally healthy diet.
Lesson 3	Sleep and The Adolescent Brain <ul style="list-style-type: none">• Understand the link between sleep and good mental health.• Examine different types of sleep.• Understand what is happening in the brain when we are asleep.
Lesson 4	Facts and Common Beliefs About Sleep <ul style="list-style-type: none">• Consider key facts about the teenage brain.• Understand the impact of a lack of sleep.• Challenge common beliefs that can get in the way.
Lesson 5	Sleep Routines <ul style="list-style-type: none">• Identify helpful sleep routines.• Exploring how to take control of my sleep.• Create a sleep diary.

As part of the **Harry Kane Foundation** support to Bounce Forward, Harry Kane has inspired and co-authored these new lesson plans which have been endorsed by experts in the field to add value to the Healthy Minds suite.

Harry Kane Foundation (HKF) launched on World Mental Health Day in October 2022 with a long-term goal of transforming a generation's thinking about mental health. The purpose of HKF is to help normalise conversations around mental health, tackle stigma, and promote positive habits that build mental resilience and emotional wellbeing. HKF is committed to working with chosen partners, experts and organisations to enable awareness, educational tools, and support services.

Bounce Forward Healthy Minds

Learning Outcomes



Year 9: Mental Illness Investigated

Lesson 1	<p>Defining mental health</p> <ul style="list-style-type: none"> • I know where and how to get support both in and beyond school • I can define mental health • I can draw parallels between mental and physical health • I understand that mental health is a spectrum and can illustrate this with examples
Lesson 2	<p>The science of mental illness</p> <ul style="list-style-type: none"> • I can define mental health and mental illness • I understand that mental health is a spectrum and can illustrate this with examples • I can explain the brain's role in keeping us mentally healthy
Lesson 3	<p>Understanding mental illness</p> <ul style="list-style-type: none"> • I can define depression and anxiety and outline their prevalence • I can describe the symptoms of depression and anxiety and explain how these might impact on someone's day-to-day life • I can explain the most common treatments for common mental health issues
Lesson 4	<p>Triggers, protective factors & promoting well-being</p> <ul style="list-style-type: none"> • I can explain a range of protective factors that reduce the risk of developing mental illness • I understand that physical health underlies mental health and can describe small changes to promote wellbeing • I can explain some of the common triggers for mental illness • I can differentiate between facts and myths about mental health and know where to seek further information if I am unsure. • I can describe the 'Five Ways to Wellbeing' and outline simple changes I could try to make to promote my own wellbeing
Lesson 5	<p>Mental illness spotting and supporting</p> <ul style="list-style-type: none"> • I can model how to have a conversation with a friend about their mental health • I know when, where, how and why to get support for myself or a friend and I am aware of the types of support that are available • I can recognise the early warning signs of mental illness
Lesson 6	<p>Healthy coping strategies</p> <ul style="list-style-type: none"> • I understand that everyone must manage difficult situations, thoughts and feelings sometimes • I can describe healthy and unhealthy coping responses • I can describe a range of difficult situations, thoughts and feelings and suggest specific healthy coping strategies that might help someone manage each of these • I can explain a range of simple coping strategies and how these might help someone manage difficult situations, thoughts and feelings. • I know how and where to access further support if I need to

Bounce Forward Healthy Minds Learning Outcomes



Year 9: Mental Illness Investigated continued

Lesson 7	<p>Reducing mental health stigma</p> <ul style="list-style-type: none"> • I can define stigma and describe the impact it may have on someone with mental illness or emotional wellbeing issues • I can demonstrate some simple steps to overcoming mental health stigma in our school community to enable those who need it to seek support
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Year 9: Resilient Relationship

Lesson 1	<p>Resilient Relationships</p> <ul style="list-style-type: none"> • Identify healthy and unhealthy relationships • Consider and discuss the beliefs that can help and hinder • Test your relationship smarts • Explore the foundations of a healthy relationship
Lesson 2	<p>Healthy Boundaries</p> <ul style="list-style-type: none"> • Understand the importance of boundaries for relationships • Explore unhealthy, toxic relationships • Practice assertive communication for ending a relationship • Recognising when something is unsafe and speaking up
Lesson 3	<p>Relationship characteristics and parental responsibility</p> <ul style="list-style-type: none"> • Understand there are different types of relationships • Consider the role and responsibilities of successful parenting • Explore the financial and lifestyle costs of having a baby • Discuss what needs to be in place before deciding to have a baby
Lesson 4	<p>Big sticky beliefs and relationships</p> <ul style="list-style-type: none"> • Explore Big Sticky Beliefs • Understand the difference between Gremlin Beliefs and Big Sticky Beliefs (BSBs) • Recognise how BSBs can impact behaviour • Recognise how BSBs cause us to react to situations in ways that do not make sense
Lesson 5	<p>Identifying big sticky beliefs</p> <ul style="list-style-type: none"> • Understand how BSBs work • Learn how to identify BSBs using 'what' questions • Consider the effect that BSBs can have on relationships
Lesson 6	<p>BSBs and human connections</p> <ul style="list-style-type: none"> • Understand that BSBs can have a significant impact feelings and behaviour • Explore how BSBs can cause people to react in different ways and have an impact on relationships • Practise finding alternative BSBs • Understand how to modify or challenge unhelpful BSBs

Year 9: Resilient Relationship continued

Lesson 7	<p>BSBs and Planning for the Future</p> <ul style="list-style-type: none"> • Understand the long-term implications of Big Sticky Beliefs (BSBs) for our future • Know how to manage our BSBs and therefore control our consequences • Discuss and agree how we will continue to use resilience skills in our lives
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Year 10: Resilient Decisions

Lesson 1	<p>Ambiguity, complexity & independent thought</p> <ul style="list-style-type: none"> • Identify personal progress during healthy minds lessons • Understand the concept of ambiguity in decision-making • Know how to approach dilemmas and difficult decisions
Lesson 2	<p>Assessing risk & opportunity</p> <ul style="list-style-type: none"> • How to explain the importance of flexible and accurate thinking for dilemmas • How to identify the risk and opportunity in the decisions • Understand the power of peer influence on the decision-making process
Lesson 3	<p>Assertive communication & decision making</p> <ul style="list-style-type: none"> • How to explain the importance of flexible and accurate thinking for dilemmas • How to identify the risk and opportunity in the decisions • Understand the power of peer influence on the decision-making process
Lesson 4	<p>Decision making in romantic relationships</p> <ul style="list-style-type: none"> • Understand what to do when faced with difficult decisions and choices • Be able to explain how to apply resilient thinking skills to decision-making • Reinforce the impact our decisions have

Year 11: Resilient Learners

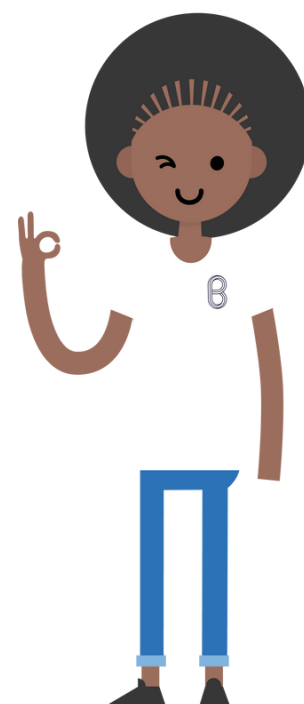
Lesson 1	<p>Barriers to Success</p> <ul style="list-style-type: none"> • To apply the skills of resilience to studying and exam experiences • To identify my personal learning experience • Identify and set objectives that improve the learning experience
Lesson 2	<p>Learning Priorities and Strategies</p> <ul style="list-style-type: none"> • Explore my personal strengths and weaknesses in my approach to learning • Teach my peers about an area I am comfortable with • Learn from my peers about an area that I am less comfortable with
Lesson 3	<p>Learning Mindsets</p> <ul style="list-style-type: none"> • Explore the beliefs I have about learning • Understand that a growth mindset about learning and intelligence will help me • Identify evidence for a growth mindset about learning

Year 11: Resilient Learners continued

Lesson 4	Dealing with Anxiety <ul style="list-style-type: none">• Identify when anxiety is getting in the way of my learning or my ability to do my best in tests and exams• Reinforce my knowledge of the WoBbLe skill• Reinforce my skills for harnessing emotions
Lesson 5	Action Planning <ul style="list-style-type: none">• Practise using the skills in the moment• Reflection on my wellbeing, my learning process and how I can be my best• Consider and explore anything I need clarity on

Year 11: Extra Lessons

Emotions, energy and performance <ul style="list-style-type: none">• Explore a model used in sports psychology• Understand that our emotions impact our energy and performance• Identify key actions to take control in a way that is helpful
Strengths <ul style="list-style-type: none">• Explore and identify personal strengths• Understand that we all have unique talents and strengths• Consider how and when personal strengths are helpful and when they can hinder



Bounce Forward Healthy Minds

Suggested Timetable Plan

Year 7

- Bounce Forward Resilience Skills 6 lessons
- Intentional Stillness – curated with Kate Kane - 4 lessons
- Social Media Investigated (Media Navigator) 6 lessons
- Drug education – Download FREE alcohol resources here [Year 7 /S1 | Alcohol Education Trust](#) and [Talk About Alcohol | Website](#)

Year 8

- Resilience Revisited and Assertive Communication – 6 lessons
- From School to Life – 9 lessons
- Social Media Investigated (Media Influences) – 8 lessons
- Drug education – Download FREE alcohol resources here [Year 8/ S2 | Alcohol Education Trust](#) Request copies of Unplugged from Bounce Forward

Year 9

- Physical Resilience – Curated with Harry Kane – 5 lessons
- Drug education – Download FREE alcohol resources here [Year 9/ S9 | Alcohol Education Trust](#)
- Mental Illness Investigated – 7 lessons
- Resilient Relationships – 7 lessons

Year 10

- Resilient Decisions – 4 lessons
- Drug Education – Download FREE alcohol resources here [Year 10/ S4 | Alcohol Education Trust](#) Request copies of Unplugged from Bounce Forward

Year 11

- Resilient Learners – 5 lessons
- Drug Education - Download FREE alcohol resources here [Year 11+/ S5+ | Alcohol Education Trust](#)
- Energy and Strengths - 2 lessons

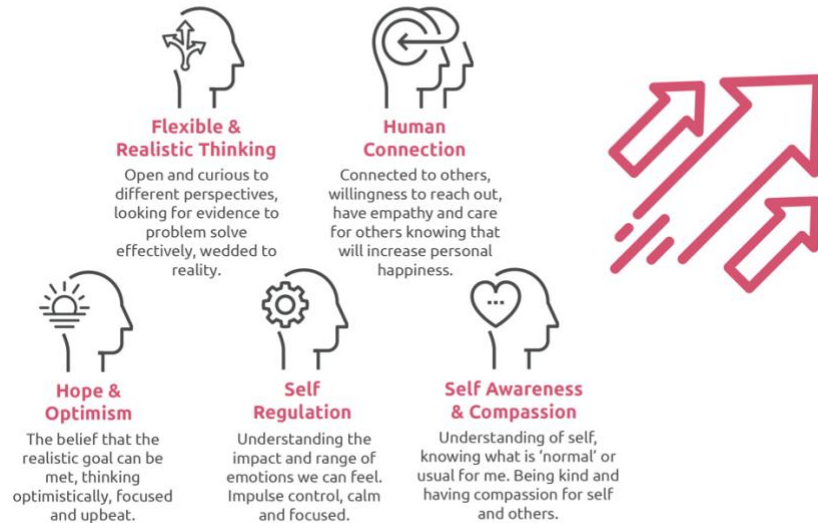
Click here to find out about the Papalona audio's that are included within Healthy Minds.

How does Bounce Forward Healthy Minds fulfil statutory requirements for Relationships and Health Education?

Resilience is the key to personal development. Evidence proves that resilience increases our ability to overcome setbacks, make the most of opportunities and thrive in life. These underpin all aspects of life, including risk, how we express ourselves and how we relate to others.

The competencies described below are the outcomes that are achieved by learning and using the resilience skills. The more the skills are practised the more developed the competency. These together underpin the specific requirements for **Relationships and Health Education**.

Tools for Living - Competencies



Psychological Skills



Physical Health and Mental Wellbeing: Key stages 3 and 4

Mental Wellbeing	How is this covered in Bounce Forward Healthy Minds?
How to talk about their emotions accurately and sensitively, using appropriate vocabulary	<p>Resilience Competencies: Self Regulation, Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include: Understand that emotions can be helpful and unhelpful and we can learn to regulate them. Understand the role of positive emotions. Explore the brain and the role of emotions. Understand the importance of being calm to help with resilient responses. Learn about the link between thoughts, feelings and behaviour. Understand that resilience skills can help us understand why we react the way we do. Learn how to calm down when emotions are strong.</p> <p>Intentional Stillness learning outcomes include: Explore the link between intentional stillness and feeling anxious. Identify what fills my stress bucket. Practise intentional stillness that can help me deal with anxiety.</p>
That happiness is linked to being connected to others	<p>Resilience Competencies: Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include: Understand the importance of gratitude. Practise gratitude. Consider how resilience skills can help me express myself and how it helps me understand others. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships. Learn what empathy means. Know how to stand in the shoes of others and show empathy. Be introduced to the idea of Big Sticky Beliefs (value-based beliefs). Consider the effect that BSBs can have on relationships. Recognise BSBs can cause people to react differently to the same Activating Event. Understand that BSBs can affect how we communicate which affects our relationships. Discover how communicating assertively builds healthy relationships.</p> <p>Intentional Stillness learning outcomes include: Understand the link between human connection and mental health. Explore the social brain. Practise expressing gratitude.</p> <p>From School to Life Learning Outcomes include: Recognise that everyone has different ideas about who they want to be in the future. Learn that positive role models can help them reach their goals. Learn that negative role models can distract and hinder goals. Learn that everyone faces obstacles and difficulties. Learn that there are decisions and choices to be made.</p>

	<p>Mental Illness Investigated Learning Outcomes include: Draw parallels between mental and physical health. Understand that mental health is a spectrum and can illustrate this with examples. Understand that physical health underlies mental health and can describe small changes to promote wellbeing Can model how to have a conversation with a friend about their mental health</p>
<p>How to recognise the early signs of mental wellbeing concerns</p>	<p>Resilience Competencies: Self Regulation, Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include: Explore the brain and the role of emotions. Learn about the link between thoughts, feelings and behaviour. Understand that resilience skills can help us understand why we react the way we do. Understand the difference between optimistic and pessimistic thinking. Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships. Reflect on personal wellbeing.</p> <p>Intentional Stillness learning outcomes include: Understand what intentional stillness means. Consider three different types of intentional stillness. Practise and discuss three different types of intentional stillness.</p> <p>Mental Illness Investigated Learning Outcomes include: Define mental health and mental illness. Draw parallels between mental and physical health. Understand that mental health is a spectrum and can illustrate this with examples. Explain that the brain's role in keeping us mentally healthy. Can explain some of the common triggers for mental illness Can explain a range of protective factors that reduce the risk of developing mental illness Differentiate between facts and myths about mental health and know where to seek further information if unsure. Model how to have a conversation with a friend about their mental health. Know when, where, how and why to get support for themselves or a friend and are aware of the types of support that are available. Can recognize the early warning signs of mental illness</p>
<p>Common types of mental ill health (e.g. anxiety and depression)</p>	<p>Resilience Competencies: Self Regulation, Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include: Understand the difference between optimistic and pessimistic thinking. Learn how to recognise pessimistic thoughts. Know how to use evidence to create more flexible and accurate thinking. Identify when anxiety is getting in the way of my learning or my ability to do my best in tests and exams. Learn to identify common Gremlins of resilience. Learn to recognise that the Gremlins are not in control.</p>

	<p>Understand the difference between optimistic and pessimistic thinking. Reflect on personal wellbeing.</p> <p>Intentional Stillness learning outcomes include: Explore the link between intentional stillness and feeling anxious. Identify what fills my stress bucket. Practise intentional stillness that can help me deal with anxiety.</p> <p>Mental Illness Investigated Learning Outcomes include: Define depression and anxiety and outline their prevalence. Describe the symptoms of depression and anxiety and explain how these might impact on someone’s day-to-day life. Explain the most common treatments for common mental health issues. Explain some of the common triggers for mental illness. Differentiate between facts and myths about mental health and know where to seek further information if unsure. Model how to have a conversation with a friend about their mental health. Know when, where, how and why to get support for themselves or a friend and are aware of the types of support that are available. Can describe healthy and unhealthy coping responses Can describe a range of difficult situations, thought and feelings and suggest specific healthy coping strategies that might help someone manage each of these</p>
<p>How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Explore that life is a journey with challenges (big and small) and it is our resilience that helps us overcome these. Learn about the link between thoughts, feelings and behaviour. Understand that resilience skills can help us understand why we react the way we do. Learn to identify common Gremlins of resilience. Learn to recognise that the Gremlins are not in control. Understand the difference between optimistic and pessimistic thinking. Explore the importance of respect for different perspectives. Know how to use evidence to create more flexible and accurate thinking. Notice our brains are wired to notice what we want to see. Understand the importance of gratitude. Learn the WoBbLe skill and how to use it to tame the Catastrophising Gremlin. Learn how to calm down when emotions are strong. Understand the concept of ambiguity in decision-making. Be able to discuss how to approach dilemmas and difficult decisions students may face in the coming years. Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years. Be better able to identify the risk and opportunity in the decisions I may face in the coming years. Understand the power of peer influence on the decision-making process. Practise the skills to objectively ‘weigh up’ a situation. Understand that our beliefs play a part in our decision-making. Be able to communicate a decision more effectively and negotiate if appropriate. Understand what to do when faced with difficult decisions and choices. Be able to explain how to apply resilient thinking skills to decision-making. Understand what a resilient relationship is.</p>

	<p>Learn the beliefs that are inappropriate.</p> <p>Intentional Stillness learning outcomes include: Explore the link between intentional stillness and feeling anxious. Identify what fills my stress bucket. Practise intentional stillness that can help me deal with anxiety.</p> <p>From School to Life Learning Outcomes include: Recognise that everyone has different ideas about who they want to be in the future. Learn that positive role models can help them reach their goals. Learn that negative role models can distract and hinder goals. Learn that everyone faces obstacles and difficulties. Learn that there are decisions and choices to be made. Learn that thinking ahead about obstacles can help with planning for the future. Learn that the far future is linked to the present by the near choices we make. Learn that becoming the adult you want to be in the future, involves making choices now. Learn that what we do now influences the choices we make. Learn that a strategy is something that includes specific actions. Learn that taking action now makes the far future feel closer and is the difference between dreaming of who I want to be in the future and making the dream possible. Learn that what they do now in school matters for the future. Learn how to plan ways to overcome difficulties and cope with problems at school. Think about who may be able to help them with difficulties- teachers and other adults.</p> <p>Mental Illness Investigated Learning Outcomes include: Understand that mental health is a spectrum and can illustrate this with examples. Explain that the brain's role in keeping us mentally healthy. Understand that physical health underlies mental health and can describe small changes we can make to promote our wellbeing. Explain some of the common triggers for mental illness. Differentiate between facts and myths about mental health and know where to seek further information if unsure. Describe the 'five ways to wellbeing' and outline simple changes they could try to make to promote own wellbeing. Model how to have a conversation with a friend about their mental health. Know when, where, how and why to get support for themselves or a friend and are aware of the types of support that are available. Understand that everyone has to manage difficult situations, thoughts and feelings sometimes Can describe healthy and unhealthy coping responses Can describe a range of difficult situations, thought and feelings and suggest specific healthy coping strategies that might help someone manage each of these</p>
<p>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</p>	<p>The link between mind and body is implicit. The role of emotions as a source of energy and harnessing emotions can be achieved through physical activity.</p> <p>Resilience Lesson Learning Outcomes include: Learning calming, focusing and distraction techniques to look after ourselves. Being grateful for other people and how expressing gratitude is helpful for self and for others in terms of wellbeing.</p> <p>Intentional Stillness learning outcomes include: Understand the link between human connection and mental health.</p>

	<p>Explore the social brain. Practise expressing gratitude.</p> <p>Physical Resilience Learning Outcomes Include: Understand the link between physical and mental health. Consider how different people think about different types of physical activities. Practise challenging unhelpful perceptions about the link between physical and mental health. Identify ways to maintain good physical health.</p> <p>From School to Life learning outcomes include: Consider the links between the four domains of adulthood. Identify positive and negative role models. Discuss how positive and negative role models influence both success and failure. Learn that negative role models can distract and hinder goals. Understand that having goals for the future is helpful.</p> <p>Mental Illness Investigated Learning Outcomes include: Can draw parallels between mental and physical health Understand that physical health underlies mental health and can describe small changes we can make to promote our wellbeing. Describe the 'five ways to wellbeing' and outline simple changes they could try to make to promote own wellbeing.</p>
<p>Internet safety & harms</p>	<p>How is this covered in Bounce Forward Healthy Minds?</p>
<p>The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life 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</p> <p>How 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</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Understand the difference between optimistic and pessimistic thinking. Explore the importance of respect for different perspectives. Know how to use evidence to create more flexible and accurate thinking. Notice our brains are wired to notice what we want to see. Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p>Social Media Investigated Learning Outcomes include: Define media literacy. Explain media literacy concepts. Identify text and subtext in media examples. Recognise the characteristics of social media versus traditional media. Define and recognise characteristics of reality television. Identify the difference between reality and fantasy in various types of media. See the untold stories when watching reality television. Define and understand what it means to set a boundary in their life. Identify the advantages and disadvantages of social media. Share experiences and stories of boundary setting or boundary crossing online. Understand the impact of social media activity on future goals and aspirations.</p>

Explore the positives of using social media and how it impacts how we receive, alter, and share information.
 Review and further explore the benefits of social media.
 Create their own guidelines for using social media in a positive way.
 Discuss how media can be used to build community, find support, and decrease isolation in their lives.
 Describe my online identity and how I want to be thought of by others online.
 Create a map connecting my current identity to future goals.
 Describe this to other people.
 Communicate how social media forms part of my identity now and in the future.
 Identify that other students have different ideas and identities and use social media in different ways.
 Explain how my online identity may influence my future.
 Recap media literacy and the difference between text and subtext
 Accurately identify at least three techniques of persuasion in a media
 Differentiate between persuasion and manipulation
 Discuss stereotypes applied to females and males in UK society.
 Identify the gender constructs in various media examples.
 Able to examine how ideas about gender identity affect lives.
 Understand the subtext and untold stories behind media messages regarding sex and sexuality.
 Identify target marketing tactics to various age groups.
 Learn to understand the intersection of gender, age, and body size.
 Learn about body shaming messages and how to counter these negative messages by being body positive.
 Compare the marketing of a product with its actual nutritional value.
 Learn to examine which foods are targeted to specific groups of people.
 Understand the connection between access to healthy foods and the future of one's health.
 Consider a healthy balanced lifestyle.
 Identify healthier options for them and their families.
 Learn how to contrast the ideas about a product with real facts about how the product can impact one's health.
 Learn how to analyse the ways in which they themselves are targeted by media and evaluate how media impact their thoughts and beliefs.
 Understand the connection between marketing of certain products and gambling addiction

From School to Life Learning Outcomes include:
 Recognise that everyone has different ideas about who they want to be in the future.
 Learn that positive role models can help them reach their goals.
 Learn that negative role models can distract and hinder goals.
 Learn that everyone faces obstacles and difficulties.
 Learn that there are decisions and choices to be made.
 Learn that thinking ahead about obstacles can help with planning for the future.
 Learn that the far future is linked to the present by the near choices we make.
 Learn that becoming the adult you want to be in the future, involves making choices now.
 Learn that what we do now influences the choices we make.
 Learn that a strategy is something that includes specific actions.
 Learn that taking action now makes the far future feel closer and is the difference between dreaming of who I want to be in the future and making the dream possible.
 Learn how to plan ways to overcome difficulties and cope with problems at school.
 Think about who may be able to help them with difficulties- teachers and other adults.

<p>Physical health and fitness</p>	<p>How is this covered in Bounce Forward Healthy Minds?</p>
<p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include: Understand the difference between optimistic and pessimistic thinking. Understand that emotions can be helpful and unhelpful and we can learn to regulate them. Explore the brain and the role of emotions. The role of emotions as a source of energy and harnessing emotions can be achieved through physical activity.</p> <p>Physical Resilience Learning Outcomes Include: Understand the link between physical and mental health. Consider how different people think about different types of physical activities. Practise challenging unhelpful perceptions about the link between physical and mental health. Identify ways to maintain good physical health. Understand the link between sleep and good mental health. Examine different types of sleep. Understand what is happening in the brain when we are asleep.</p> <p>Intentional Stillness learning outcomes include: Explore the link between intentional stillness and feeling anxious. Identify what fills my stress bucket. Practise intentional stillness that can help me deal with anxiety. Understand the link between human connection and mental health. Explore the social brain. Practise expressing gratitude.</p> <p>Mental Illness Investigated Learning Outcomes include: Draw parallels between mental and physical health. Understand that mental health is a spectrum and can illustrate this with examples. Explain that the brain's role in keeping us mentally healthy. Understand that physical health underlies mental health and can describe small changes we can make to promote our wellbeing. Describe the 'five ways to wellbeing' and outline simple changes they could try to make to promote own wellbeing.</p>
<p>The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</p>	<p>Social Media Investigated Learning Outcomes include: Compare the marketing of a product with its actual nutritional value. Learn to examine which foods are targeted to specific groups of people. Understand the connection between access to healthy foods and the future of one's health. Identify structural issues that hinder accessing healthy food. Identify healthier options for them and their families. Learn how to contrast the ideas about a product with real facts about how the product can impact one's health.</p> <p>Intentional Stillness learning outcomes include: Understand what intentional stillness means. Consider three different types of intentional stillness. Practise and discuss three different types of intentional stillness.</p>

	<p>Physical Resilience Learning Outcomes Include: Understand the link between nutrition and mental health. Consider barriers that can get in the way of maintaining healthy nutrition. Identify key facts and myths for a mentally healthy diet.</p> <p>Mental Illness Investigated Learning Outcomes include: Understand that physical health underlies mental health and can describe small changes we can make to promote our wellbeing. Describe the ‘five ways to wellbeing’ and outline simple changes they could try to make to promote own wellbeing.</p> <p>Cancer and cardio-vascular ill-health are not covered.</p>
The science relating to blood, organ and stem cell donation	Not explicitly covered
Healthy eating	How is this covered in Bounce Forward Healthy Minds?
How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	<p>Resilience Competencies: Flexible and Realistic Thinking, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Social Media Influences Investigated Learning Outcomes include: Understand the connection between access to healthy foods and the future of one’s health. Identify structural issues that hinder accessing healthy food. Identify healthier options for them and their families. Learn how to contrast the ideas about a product with real facts about how the product can impact one’s health. Learn to differentiate between persuasion and manipulation.</p> <p>Physical Resilience Learning Outcomes Include: Understand the link between nutrition and mental health. Consider barriers that can get in the way of maintaining healthy nutrition. Identify key facts and myths for a mentally healthy diet.</p> <p>Tooth decay and cancer are not covered.</p>
Drugs alcohol and tobacco	How is this covered in Bounce Forward Healthy Minds?
The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions	<p>Resilience Competencies: Flexible and Realistic Thinking, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilient Decisions Learning Outcomes Include: Assessing risk & opportunity Able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years Be better able to identify the risk and opportunity in the decisions I may face in the coming years Understand the power of peer influence on the decision-making process Practise the skills to objectively ‘weigh up’ a situation Understand that our beliefs play a part in our decision-making Be able to communicate a decision more effectively and negotiate if appropriate</p>

	<p>Unplugged Learning Outcomes Include: Reflect on their own knowledge about drugs. Learn the effects and risks of drug use. Learn how to access information on different kinds of drugs. Identify healthy coping strategies. Reflect on strong and not so strong personal attributes. Learn that negative feelings are not wrong or dangerous. Cope with weaknesses and limitations in a constructive way. Learn a model to solve personal problems. Learn creative thinking. Learn to stop, calm down and think when they have a problem, instead of reacting impulsively. Distinguish between long term and short term positive and negative consequences of different actions/ solutions. Practise splitting long-term goals into short-term objectives. Reflect on the opportunity and apply what they learned in an individual context. Evaluate strengths and weaknesses in the process of this programme.</p> <p>Healthy Minds guides schools to FREE resources from The Alcohol Education Trust https://alcoholeducationtrust.org/teacher-area/</p>
The law relating to the supply and possession of illegal substances	<p>Unplugged Learning Outcomes Include: Reflect on their own knowledge about drugs. Learn the effects and risks of drug use. Learn how to access information on different kinds of drugs. Identify healthy coping strategies. Reflect on strong and not so strong personal attributes. Learn that negative feelings are not wrong or dangerous. Cope with weaknesses and limitations in a constructive way. Learn a model to solve personal problems. Learn creative thinking. Learn to stop, calm down and think when they have a problem, instead of reacting impulsively. Distinguish between long term and short term positive and negative consequences of different actions/ solutions. Practise splitting long-term goals into short-term objectives. Reflect on the opportunity and apply what they learned in an individual context. Evaluate strengths and weaknesses in the process of this programme.</p> <p>Healthy Minds guides schools to FREE resources from The Alcohol Education Trust https://alcoholeducationtrust.org/teacher-area/</p>
The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	<p>Healthy Minds guides schools to FREE resources from The Alcohol Education Trust https://alcoholeducationtrust.org/teacher-area/</p>
The physical and psychological consequences of addiction, including alcohol dependency	<p>Unplugged Learning Outcomes Include: Reflect on their own knowledge about drugs. Learn the effects and risks of drug use. Learn how to access information on different kinds of drugs. Identify healthy coping strategies. Reflect on strong and not so strong personal attributes. Learn that negative feelings are not wrong or dangerous. Cope with weaknesses and limitations in a constructive way. Learn a model to solve personal problems.</p>

	<p>Learn creative thinking. Learn to stop, calm down and think when they have a problem, instead of reacting impulsively. Distinguish between long term and short term positive and negative consequences of different actions/ solutions. Practise splitting long-term goals into short-term objectives. Reflect on the opportunity and apply what they learned in an individual context. Evaluate strengths and weaknesses in the process of this programme.</p> <p>Healthy Minds guides schools to FREE resources from The Alcohol Education Trust https://alcoholeducationtrust.org/teacher-area/</p> <p>From School to Life Learning Outcomes include: Recognise that everyone has different ideas about who they want to be in the future. Learn that positive role models can help them reach their goals. Learn that negative role models can distract and hinder goals. Learn that everyone faces obstacles and difficulties. Learn that there are decisions and choices to be made. Learn that thinking ahead about obstacles can help with planning for the future.</p> <p>Social Media Investigated Learning Outcomes include: Define media literacy. Explain media literacy concepts. Identify text and subtext in media examples. Define and understand what it means to set a boundary in their life. Create a map connecting my current identity to future goals. Differentiate between persuasion and manipulation Discuss stereotypes applied to females and males in UK society. Identify target marketing tactics to various age groups. Learn how to analyse the ways in which they themselves are targeted by media and evaluate how media impact their thoughts and beliefs. Understand the connection between marketing of certain products and gambling addiction</p>
<p>Awareness of the dangers of drugs which are prescribed but still present serious health risks</p>	<p>Healthy Minds guides schools to FREE resources from The Alcohol Education Trust https://alcoholeducationtrust.org/teacher-area/</p>
<p>The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so</p>	<p>Resilience Lesson Learning Outcomes include: Explore that life is a journey with challenges (big and small) and it is our resilience that helps us overcome these. Learn about the link between thoughts, feelings and behaviour. Understand that resilience skills can help us understand why we react the way we do. Learn to identify common Gremlins of resilience. Learn to recognise that the Gremlins are not in control. Understand the difference between optimistic and pessimistic thinking. Explore the importance of respect for different perspectives. Know how to use evidence to create more flexible and accurate thinking. Understand the importance of gratitude. Understand the concept of ambiguity in decision-making. Be able to discuss how to approach dilemmas and difficult decisions students may face in the coming years. Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years. Be better able to identify the risk and opportunity in the decisions I may face in the coming years. Understand the power of peer influence on the decision-making process.</p>

	<p>Practise the skills to objectively 'weigh up' a situation. Understand that our beliefs play a part in our decision-making. Be able to communicate a decision more effectively and negotiate if appropriate. Understand what to do when faced with difficult decisions and choices. Be able to explain how to apply resilient thinking skills to decision-making.</p> <p>Healthy Minds guides schools to FREE resources from The Alcohol Education Trust https://alcoholeducationtrust.org/teacher-area/</p>
Health and prevention	Not explicitly covered
Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	Not explicitly covered
Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	
The benefits of regular self-examination and screening	
The facts and science relating to immunization and vaccination	
The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	
	<p>Intentional Stillness learning outcomes include: Explore the link between intentional stillness and sleep. Discuss the importance of sleep. Practise intentional stillness that can help me prepare for a good night's sleep.</p> <p>Physical Resilience Learning Outcomes Include: Understand the link between sleep and good mental health. Examine different types of sleep. Understand what is happening in the brain when we are asleep. Consider key facts about the teenage brain. Understand the impact of a lack of sleep. Challenge common beliefs that can get in the way. Identify helpful sleep routines. Exploring how to take control of my sleep. Create a sleep diary.</p>
Basic first aid	How is this covered in Bounce Forward Healthy Minds?
Basic treatment for common injuries	Not explicitly covered
Life-saving skills, including how to administer CPR	<p>The ability to remain calm, not catastrophise in an emergency is key. As is the ability to be able communicate in a clear and assertive manner.</p> <p>Resilience Lesson Learning Outcomes include: Learn how to respond in an emergency. Learn the WoBbLe skill and how to use it to tame the Catastrophising Gremlin.</p>

	<p>Learn how to calm down when emotions are strong.</p> <p>Learn different communication styles.</p> <p>Practise assertive communication.</p> <p>Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p>
The purpose of defibrillators and when one might be needed	Not explicitly covered
Changing adolescent body	How is this covered in Bounce Forward Healthy Minds?
Key facts about puberty, the changing adolescent body and menstrual wellbeing	<p>Resilience Competencies: Flexible and Realistic Thinking, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Not explicitly covered</p>
The main changes which take place in males and females, and the implications for emotional and physical health	<p>Resilience Competencies: Flexible and Realistic Thinking, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Not explicitly covered</p>

Relationships and Sex Education: Key stages 3 and 4

Families	How is this covered in Bounce Forward Healthy Minds?
That there are different types of committed, stable relationships.	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilient Relationships Lesson Learning Outcomes include: Identify healthy and unhealthy relationships Consider and discuss the beliefs that can help and hinder Test your relationship smarts Explore the foundations of a healthy relationship Understand there are different types of relationships</p>
How these relationships might contribute to human happiness and their importance for bringing up children	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilient Relationships Learning Outcomes include: Understand there are different types of relationships Consider the role and responsibilities of successful parenting Explore the financial and lifestyle costs of having a baby Discuss what needs to be in place before deciding to have a baby Understand that BSBs can have a significant impact feelings and behaviour Explore how BSBs can cause people to react in different ways and have an impact on relationships</p> <p>Intentional Stillness learning outcomes include: Understand the link between human connection and mental health. Explore the social brain. Practise expressing gratitude.</p>
What marriage is, including its legal status	<p>Resilient Relationships Learning Outcomes include: Understand there are different types of relationships.</p>
Why marriage is an important relationship choice for many couples and why it must be freely entered into	<p>Resilient Relationships Learning Outcomes include: Understand there are different types of relationships. Understand that BSBs can have a significant impact feelings and behaviour Explore how BSBs can cause people to react in different ways and have an impact on relationships. Explore the foundations of a healthy relationship.</p>
The characteristics and legal status of other types of long-term relationships	<p>Resilient Relationships Learning Outcomes include: Understand there are different types of relationships.</p>

<p>The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting</p>	<p>Resilient Relationships Learning Outcomes include: Understand there are different types of relationships Consider the role and responsibilities of successful parenting Explore the financial and lifestyle costs of having a baby Discuss what needs to be in place before deciding to have a baby Understand that BSBs can have a significant impact feelings and behaviour Explore how BSBs can cause people to react in different ways and have an impact on relationships Explore the foundations of a healthy relationship</p>
<p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilient Relationships Learning Outcomes include: Understand the importance of boundaries for relationships Explore unhealthy, toxic relationships Practice assertive communication for ending a relationship Recognising when something is unsafe and speaking up Explore the foundations of a healthy relationship</p>
<p>Respectful relationships, including friendships</p>	<p>How is this covered in Bounce Forward Healthy Minds?</p>
<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective. Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p>Resilient Relationships Learning Outcomes include: Identify healthy and unhealthy relationships Practice assertive communication for ending a relationship Consider and discuss the beliefs that can help and hinder Explore Big Sticky Beliefs Understand the difference between Gremlin Beliefs and Big Sticky Beliefs (BSBs) Recognise how BSBs can impact behaviour Recognise how BSBs cause us to react to situations in ways that do not make sense Explore how BSBs can cause people to react in different ways and have an impact on relationships Practise finding alternative BSBs Understand how to modify or challenge unhelpful BSBs</p>

	<p>Resilient Decisions Learning Outcomes include: How to explain the importance of flexible and accurate thinking for dilemmas How to identify the risk and opportunity in the decisions Understand the power of peer influence on the decision-making process</p>
<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Learn how to identify BSBs using ‘what’ questions. Consider the effect that BSBs can have on relationships. Understand that BSBs can have a significant impact our feelings and behaviour. Recognise BSBs can cause people to react differently to the same Activating Event. Learn that our BSBs can help us understand why we act and feel the way we do. Practise finding alternative BSBs. Recognise the importance of finding evidence for a belief. Understand how to modify or challenge unhelpful BSBs. Understand that BSBs can affect how we communicate which affects our relationships. Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships. Discover how communicating assertively builds healthy relationships. Gain strategies to deal with unhelpful BSBs. Understand the long-term implications of Big Sticky Beliefs (BSBs) for our future. Know how to manage our BSBs and therefore control our consequences. Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p>From School to Life Learning Outcomes include: Recognise that everyone has different ideas about who they want to be in the future. Learn that positive role models can help them reach their goals. Learn that negative role models can distract and hinder goals. Learn that everyone faces obstacles and difficulties. Learn that there are decisions and choices to be made. Learn that thinking ahead about obstacles can help with planning for the future. Learn that the far future is linked to the present by the near choices we make. Learn that becoming the adult you want to be in the future, involves making choices now. Learn that what we do now influences the choices we make. Learn that a strategy is something that includes specific actions. Learn that taking action now makes the far future feel closer and is the difference between dreaming of who I want to be in the future and making the dream possible. Learn how to plan ways to overcome difficulties and cope with problems at school. Think about who may be able to help them with difficulties- teachers and other adults.</p>

<p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include:</p> <ul style="list-style-type: none"> Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years. Be better able to identify the risk and opportunity in the decisions I may face in the coming years. Understand the power of peer influence on the decision-making process. Practise the skills to objectively 'weigh up' a situation. Understand that our beliefs play a part in our decision-making. Be able to communicate a decision more effectively and negotiate if appropriate. Understand what to do when faced with difficult decisions and choices. Be able to explain how to apply resilient thinking skills to decision-making. Reinforce the impact our decisions have. Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective. <p>Social Media Investigated Learning Outcomes include:</p> <ul style="list-style-type: none"> Discuss stereotypes applied to females and males in UK society. Identify the gender constructs in various media examples. Able to examine how ideas about gender affect their own lives. Learn the subtext and untold stories behind media messages regarding sex and sexuality. Identify target marketing tactics to various age groups. Learn to understand the intersection of gender, age, and body size. Learn about body shaming messages and how to counter these negative messages by being body positive.
<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs,</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include:</p> <ul style="list-style-type: none"> Explore the importance of respect for different perspectives. Know how to use evidence to create more flexible and accurate thinking. Learn about the link between thoughts, feelings and behaviour. Understand that resilience skills can help us understand why we react the way we do. Learn to identify common Gremlins of resilience. Learn to recognise that the Gremlins are not in control. Understand the difference between optimistic and pessimistic thinking. Explore the importance of respect for different perspectives. Know how to use evidence to create more flexible and accurate thinking. Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships. Learn that we all have habits of thinking that can be hard to change. Notice our brains are wired to notice what we want to see. Use the resilience skills to deal with everyday situations that occur. Learn what empathy means. Know how to stand in the shoes of others and show empathy.

	<p>Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective. Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years. Be better able to identify the risk and opportunity in the decisions I may face in the coming years. Understand the power of peer influence on the decision-making process.</p> <p>Intentional Stillness learning outcomes include: Understand the link between human connection and mental health. Explore the social brain. Practise expressing gratitude.</p>
<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Learn the beliefs that are inappropriate. Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years. Be better able to identify the risk and opportunity in the decisions I may face in the coming years. Understand the power of peer influence on the decision-making process. Knowing how and where to get support when needed. Learn the beliefs that can get in the way of assertive communication. Learn different communication styles (aggressive, passive and assertive). Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p>From School to Life Learning Outcomes include: Recognise that everyone has different ideas about who they want to be in the future. Learn that positive role models can help them reach their goals. Learn that negative role models can distract and hinder goals. Learn that everyone faces obstacles and difficulties. Learn that there are decisions and choices to be made.</p> <p>Social Media Investigated Learning Outcomes include: Define media literacy. Explain media literacy concepts. Identify text and subtext in media examples. Recognise the characteristics of social media versus traditional media. Define and recognise characteristics of reality television. Identify the difference between reality and fantasy in various types of media. See the untold stories when watching reality television. Define and understand what it means to set a boundary in their life. Identify the advantages and disadvantages of social media. Share experiences and stories of boundary setting or boundary crossing online. Explore the positives of using social media and how it impacts how we receive, alter, and share information. Create their own guidelines for using social media in a positive way. Discuss how media can be used to build community, find support, and decrease isolation in their lives.</p>

	<p>Describe my online identity and how I want to be thought of by others online. Discuss stereotypes applied to females and males in UK society. Identify the gender constructs in various media examples including how some messages (such as gambling) as targeted. Able to examine how ideas about gender affect their own lives. Learn the subtext and untold stories behind media messages regarding sex and sexuality. Identify target marketing tactics to various age groups. Learn to understand the intersection of gender, age, and body size. Learn about body shaming messages and how to counter these negative messages by being body positive. Compare the marketing of a product with its actual nutritional value. Learn to examine which foods are targeted to specific groups of people. Understand the connection between access to healthy foods and the future of one's health. Identify structural issues that hinder accessing healthy food. Identify healthier options for them and their families. Learn how to contrast the ideas about a product with real facts about how the product can impact one's health. Learn how to analyse the ways in which they themselves are targeted by media and evaluate how media impact their thoughts and beliefs.</p>
<p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p>Resilient Relationships Learning Outcomes include: Identify healthy and unhealthy relationships Explore unhealthy, toxic relationships Practice assertive communication for ending a relationship Recognising when something is unsafe and speaking up Consider and discuss the beliefs that can help and hinder Recognise how BSBs can impact behaviour Recognise how BSBs cause us to react to situations in ways that do not make sense Explore how BSBs can cause people to react in different ways and have an impact on relationships</p>
<p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilient Relationships Learning Outcomes include: Understand what a resilient relationship is. Identify healthy and unhealthy relationships Explore unhealthy, toxic relationships Learn the beliefs that are inappropriate. Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication.</p>

	<p>Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships. Explore the foundations of a healthy relationship</p>
<p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>	<p>Not explicitly covered</p>
<p>Online and Media</p>	<p>How is this covered in Bounce Forward Healthy Minds?</p>
<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p>Social Media Investigated Learning Outcomes include: Define media literacy. Explain media literacy concepts. Identify text and subtext in media examples. Recognise the characteristics of social media versus traditional media. Define and recognise characteristics of reality television. Identify the difference between reality and fantasy in various types of media. See the untold stories when watching reality television. Define and understand what it means to set a boundary in their life. Identify the advantages and disadvantages of social media. Share experiences and stories of boundary setting or boundary crossing online. Understand the impact of social media activity on future goals and aspirations. Explore the positives of using social media and how it impacts how we receive, alter, and share information. Review and further explore the benefits of social media. Create their own guidelines for using social media in a positive way. Discuss how media can be used to build community, find support, and decrease isolation in their lives. Describe my online identity and how I want to be thought of by others online. Create a map connecting my current identity to future goals. Communicate how social media forms part of my identity now and in the future. Identify that other students have different ideas and identities and use social media in different ways. Explain how my online identity may influence my future. Accurately identify at least three techniques of persuasion in a media Differentiate between persuasion and manipulation Discuss stereotypes applied to females and males in UK society.</p>

	<p>Identify the gender constructs in various media examples including how some messages (such as gambling) as targeted. Able to examine how ideas about gender affect their own lives. Learn the subtext and untold stories behind media messages regarding sex and sexuality. Identify target marketing tactics to various age groups. Learn to understand the intersection of gender, age, and body size. Learn about body shaming messages and how to counter these negative messages by being body positive. Compare the marketing of a product with its actual nutritional value. Learn to examine which foods are targeted to specific groups of people. Understand the connection between access to healthy foods and the future of one’s health. Identify structural issues that hinder accessing healthy food. Identify healthier options for them and their families. Learn how to contrast the ideas about a product with real facts about how the product can impact one’s health. Learn how to analyse the ways in which they themselves are targeted by media and evaluate how media impact their thoughts and beliefs.</p>
<p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn the beliefs that are inappropriate.</p> <p>Social Media Investigated Learning Outcomes include: Define media literacy. Explain media literacy concepts. Identify text and subtext in media examples. Recognise the characteristics of social media versus traditional media. Define and recognise characteristics of reality television. Identify the difference between reality and fantasy in various types of media. See the untold stories when watching reality television. Define and understand what it means to set a boundary in their life. Identify the advantages and disadvantages of social media. Share experiences and stories of boundary setting or boundary crossing online. Understand the impact of social media activity on future goals and aspirations. Explore the positives of using social media and how it impacts how we receive, alter, and share information. Review and further explore the benefits of social media. Create their own guidelines for using social media in a positive way. Discuss how media can be used to build community, find support, and decrease isolation in their lives. Describe my online identity and how I want to be thought of by others online. Create a map connecting my current identity to future goals. Describe this to other people. Communicate how social media forms part of my identity now and in the future. Identify that other students have different ideas and identities and use social media in different ways. Explain how my online identity may influence my future. Recap media literacy and the difference between text and subtext Accurately identify at least three techniques of persuasion in a media Differentiate between persuasion and manipulation</p>

	<p>Discuss stereotypes applied to females and males in UK society. Identify the gender constructs in various media examples including how some messages (such as gambling) as targeted. Able to examine how ideas about gender affect their own lives. Learn the subtext and untold stories behind media messages regarding sex and sexuality. Identify target marketing tactics to various age groups. Learn to understand the intersection of gender, age, and body size. Learn about body shaming messages and how to counter these negative messages by being body positive. Compare the marketing of a product with its actual nutritional value. Learn to examine which foods are targeted to specific groups of people. Understand the connection between access to healthy foods and the future of one's health. Identify structural issues that hinder accessing healthy food. Identify healthier options for them and their families. Learn how to contrast the ideas about a product with real facts about how the product can impact one's health. Learn how to analyse the ways in which they themselves are targeted by media and evaluate how media impact their thoughts and beliefs.</p>
<p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p> <p>Social Media Investigated Learning Outcomes include: Learn how to recognise characteristics of social media vs. traditional media. Learn how to identify the differences between reality and fantasy in various types of media and see the untold stories when watching reality television. Learn to define and understand what it means to set a boundary in their life. Learn to identify the advantages and disadvantages of social media. Understand the impact of their present social media activity on future goals and aspirations. Learn how to create their own guidelines for using social media in a positive way. Learn and discuss how media can be used to build community, find support, and decrease isolation in their lives. Learn how to describe their identity and how they want to be thought of by others online. Learn to express how social media forms part of their identity now and in the future. Learn how to identify that others have different ideas and identities and use social media in different ways. Can explain how their online identity will influence their future.</p>
<p>What to do and where to get support to report material or manage issues online</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p>

	<p>Social Media Investigated Learning Outcomes include: Learn to identify the advantages and disadvantages of social media. Learn to define and understand what it means to set a boundary in their life. Understand the impact of their present social media activity on future goals and aspirations. Learn how to create their own guidelines for using social media in a positive way.</p> <p>From School to Life Learning Outcomes Include: Learn how to plan ways to overcome difficulties and cope with problems at school. Think about who may be able to help them with difficulties- teachers and other adults.</p>
The impact of viewing harmful content	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn the beliefs that are inappropriate.</p> <p>Social Media Investigated Learning Outcomes include: Learn to identify the advantages and disadvantages of social media. Learn to define and understand what it means to set a boundary in their life. Learn how to describe their identity and how they want to be thought of by others online. Learn to express how social media forms part of their identity now and in the future.</p>
That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partner	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Learn what empathy means. Know how to stand in the shoes of others and show empathy. Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p>Social Media Investigated Learning Outcomes include: Learn to differentiate between persuasion and manipulation. Discuss stereotypes applied to females and males in UK society. Identify the gender constructs in various media examples. Able to examine how ideas about gender affect their own lives. Learn the subtext and untold stories behind media messages regarding sex and sexuality.</p>
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	Not explicitly covered
How information and data is generated, collected, shared and used online	Not explicitly covered

Being Safe	How is this covered in Bounce Forward Healthy Minds?
The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Learn what empathy means. Know how to stand in the shoes of others and show empathy. Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p>Resilient Relationships Learning Outcomes include: Understand what a resilient relationship is. Identify healthy and unhealthy relationships. Explore unhealthy, toxic relationships. Learn the beliefs that are inappropriate. Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships. Explore the foundations of a healthy relationship.</p>
How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include: Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships. Learn the beliefs that are inappropriate. Learn what empathy means. Know how to stand in the shoes of others and show empathy. Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p>Resilient Relationships Learning Outcomes include: Understand what a resilient relationship is. Identify healthy and unhealthy relationships. Explore unhealthy, toxic relationships. Learn the beliefs that are inappropriate. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships. Explore the foundations of a healthy relationship.</p>
Intimate and sexual relationships, including sexual health	How is this covered in Bounce Forward Healthy Minds?
How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect,	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion</p> <p>Resilience Lesson Learning Outcomes include:</p>

<p>consent, loyalty, trust, shared interests and outlook, sex and friendship</p>	<p>Understand what a resilient relationship is. Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Learn the beliefs that are inappropriate. Learn what empathy means. Know how to stand in the shoes of others and show empathy. Recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.</p> <p>Resilient Relationships Learning Outcomes include: Understand what a resilient relationship is. Identify healthy and unhealthy relationships. Explore unhealthy, toxic relationships. Learn the beliefs that are inappropriate. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships. Explore the foundations of a healthy relationship.</p>
<p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include: Understand what a resilient relationship is. Learn the beliefs that are inappropriate. Learn what empathy means. Know how to stand in the shoes of others and show empathy.</p> <p>Intentional Stillness learning outcomes include: Understand the link between human connection and mental health. Explore the social brain. Practise expressing gratitude.</p> <p>Social Media Investigated Learning Outcomes include: Learn about body shaming messages and how to counter these negative messages by being body positive. Learn to differentiate between persuasion and manipulation.</p> <p>From School to Life Learning Outcomes include: Recognise that everyone has different ideas about who they want to be in the future. Learn that positive role models can help them reach their goals. Learn that negative role models can distract and hinder goals. Learn that everyone faces obstacles and difficulties. Learn that there are decisions and choices to be made.</p>
<p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p>	<p>Not explicitly covered</p>

<p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p>	<p>Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism</p> <p>Resilience Lesson Learning Outcomes include:</p> <p>Understand the concept of ambiguity in decision-making. Be able to discuss how to approach dilemmas and difficult decisions students may face in the coming years. Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years. Be better able to identify the risk and opportunity in the decisions I may face in the coming years. Understand the power of peer influence on the decision-making process. Practise the skills to objectively 'weigh up' a situation. Understand that our beliefs play a part in our decision-making. Be able to communicate a decision more effectively and negotiate if appropriate. Understand what to do when faced with difficult decisions and choices. Be able to explain how to apply resilient thinking skills to decision-making. Reinforce the impact our decisions have. Understand that emotions can be helpful and unhelpful and we can learn to regulate them. Recognise that we all have resilience and it can be developed. Explore the brain and the role of emotions. Learn about the link between thoughts, feelings and behaviour. Learn to identify common Gremlins of resilience. Learn to recognise that the Gremlins are not in control. Understand the difference between optimistic and pessimistic thinking. Explore the importance of respect for different perspectives. Know how to use evidence to create more flexible and accurate thinking. Consider how resilience skills can help me express myself and how it helps me understand others. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships. Learn that we all have habits of thinking that can be hard to change. Notice our brains are wired to notice what we want to see. Use the resilience skills to deal with everyday situations that occur. Learn what empathy means. Know how to stand in the shoes of others and show empathy.</p> <p>From School to Life Learning Outcomes include:</p> <p>Learn that positive role models can help them reach their goals. Learn that negative role models can distract and hinder goals. Learn that everyone faces obstacles and difficulties. Learn that there are decisions and choices to be made. Learn that thinking ahead about obstacles can help with planning for the future. Learn that the far future is linked to the present by the near choices we make. Learn that becoming the adult you want to be in the future, involves making choices now. Learn that what we do now influences the choices we make.</p> <p>Resilient Relationships Learning Outcomes Include:</p> <p>Identify healthy and unhealthy relationships Consider and discuss the beliefs that can help and hinder Test your relationship smarts Explore the foundations of a healthy relationship</p>
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	Recognising when something is unsafe and speaking up Understand there are different types of relationships
That they have a choice to delay sex or to enjoy intimacy without sex	Resilient Relationships Learning Outcomes Include: Identify healthy and unhealthy relationships Consider and discuss the beliefs that can help and hinder Test your relationship smarts Explore the foundations of a healthy relationship
The facts about the full range of contraceptive choices, efficacy and options available	Not explicitly covered
The facts around pregnancy including miscarriage	Not explicitly covered
That there are choices in relation to pregnancy	Not explicitly covered
How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing	Not explicitly covered
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Not explicitly covered
How the use of alcohol and drugs can lead to risky sexual behaviour	Resilience Competencies: Flexible and Realistic Thinking, Self Regulation, Human Connection, Self Awareness and Compassion, Hope and Optimism Resilience Lesson Learning Outcomes include: Be able to discuss how to approach dilemmas and difficult decisions students may face in the coming years. Be able to explain the importance of flexible and accurate thinking for dilemmas that I may face in the coming years. Be better able to identify the risk and opportunity in the decisions I may face in the coming years. Understand the power of peer influence on the decision-making process. Practise the skills to objectively 'weigh up' a situation. Understand that our beliefs play a part in our decision-making. Be able to communicate a decision more effectively and negotiate if appropriate. Understand what to do when faced with difficult decisions and choices. Unplugged Learning Outcomes Include: Reflect on their own knowledge about drugs. Learn the effects and risks of drug use. Learn how to access information on different kinds of drugs. Identify healthy coping strategies. Reflect on strong and not so strong personal attributes. Learn that negative feelings are not wrong or dangerous. Cope with weaknesses and limitations in a constructive way. Learn a model to solve personal problems.

	<p>Learn creative thinking. Learn to stop, calm down and think when they have a problem, instead of reacting impulsively. Distinguish between long term and short term positive and negative consequences of different actions/ solutions. Practise splitting long-term goals into short-term objectives. Reflect on the opportunity and apply what they learned in an individual context. Evaluate strengths and weaknesses in the process of this programme.</p> <p>Healthy Minds guides schools to FREE resources from The Alcohol Education Trust https://alcholeducationtrust.org/teacher-area/</p>
<p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>	<p>Resilience Lesson Learning Outcomes include: Knowing when and how to get support when needed. Learn different communication styles (aggressive, passive and assertive). Learn the beliefs that can get in the way of assertive communication. Practise assertive communication. Understand that assertive communication allows us to take care of ourselves and is essential for healthy relationships.</p>