

Using this document

This document sets out the long-term plan which could be used in your school/setting across KS3 and KS4. This long-term plan and the accompanying lesson plans match the Northern Ireland Curriculum which aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. The lesson plans and activities aim to support young people's development, as individuals, contributors to society and contributors to the economy and environment.

These are suggested lesson plans and activities which complement the curriculum and can be delivered as a full scheme of work. You may wish to deliver stand-alone sessions or develop your own framework following your training with us.

The document and resources are mapped to the Learning for Life and Work compulsory requirements across KS3 and KS4. At KS3 we have included cross curricular mapping, to include communication, mathematics, ICT, Thinking Skills and Personal Development as well as Planning for Skills Development. These are also identified on the lesson plans. At KS4 Lessons are mapped to the Entry Level and GCSE requirements for Learning for Life and Work, as appropriate. Additionally, we have mapped it to the whole curriculum, skills and capabilities to incorporate, communication, mathematics, ICT and other skills and capabilities.

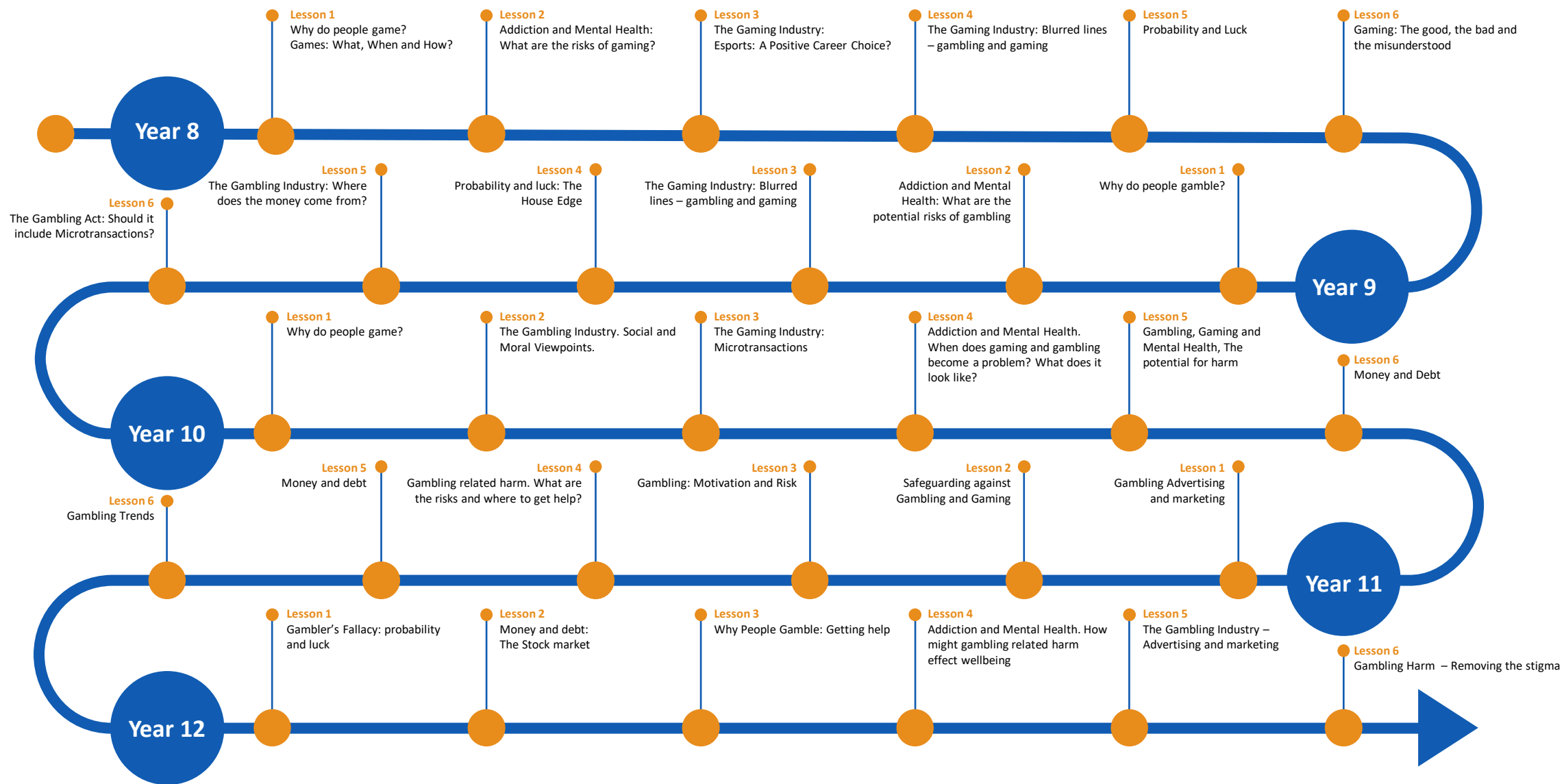
This is a spiral curriculum, with key topics and themes being revisited, whilst increasing the challenge, broadening the scope and deepening students' thinking further through the year groups. The maps for each Key Stage demonstrate how each session links to the curriculum. You will find both the long-term plan and the maps within this document.

Young People's Emotional Health and Wellbeing in Education Framework.

Inline with the [Children & Young People's EMOTIONAL HEALTH AND WELLBEING in Education Framework February 2021](#) The YGAM sessions will support children and young people's wellbeing and the aims of the framework:

- Ensuring that children and young people are empowered and assisted to understand and take care or manage their emotional health and wellbeing.
- That their needs are identified early and addressed effectively when required.
- To establish an integrated model that supports an early help, support and intervention focus on children's emotional health and wellbeing needs.
- That fewer numbers of children and young people will require specialist intervention from Mental Health Services.

All of our sessions allow for reflection with a focus on wellbeing, exploring mental wellbeing so it becomes a whole school/setting approach, allowing for preventive work and early identification of children and young people's needs. YGAM believes in an holistic approach to education and harm prevention and offers training for teachers, parents and health professionals to allow for early education about the risks of gaming and gambling and the links to health and wellbeing.



KS3 Curriculum Links: Learning for Life and Work.

Learning for Life and Work: Personal Development	Year 8						Year 9						Year 10						
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	
Key Concept: Self Awareness																			
Explore and express a sense of self	■	■		■	■	■						■							
Explore personal morals, values and beliefs	■	■		■	■	■	■	■	■		■	■	■	■	■	■	■	■	
Investigate the influences on a young person	■		■	■	■	■	■	■	■				■	■	■	■	■	■	
Develop skills and strategies to improve own learning	■		■	■			■	■		■			■						
Key Concept: Personal Health																			
Explore the concept of health as the development of a whole person		■	■																
Investigate the influences on physical and emotional/mental personal health	■	■	■	■		■	■	■	■			■	■	■	■	■	■	■	
Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse		■						■							■				
Develop strategies to promote personal safety	■			■	■	■	■	■	■		■	■	■		■		■	■	
Key Concept: Relationships																			
Explore the qualities of relationships including friendship		■	■												■				
Develop strategies to avoid and resolve conflict								■						■	■		■		
Learning Outcomes:																			
Research and manage information effectively to investigate personal development issues, using Mathematics and ICT where appropriate	■		■		■	■	■	■	■	■	■	■	■	■	■	■		■	■
Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate	■		■	■	■	■	■	■	■	■	■	■	■	■		■			
Demonstrate creativity and initiative when developing ideas and following them through		■		■		■	■		■		■		■		■		■		
Work effectively with others	■		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
Demonstrate self-management by working systemically, persisting with tasks, evaluating and improving own performance			■	■						■		■							
Communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose	■	■	■		■	■	■	■	■	■	■	■	■	■	■	■	■	■	

KS3 Curriculum Links: Cross Curricular Links

Area of Learning	Year 8						Year 9						Year 10					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
Language and Literacy																		
Mathematics and Numeracy																		
Learning for Life and Work: Personal Development																		
Learning for Life and Work: Local and Global Citizenship																		
The Arts																		
Cross Curricular Skills																		
Communication: Talking and Listening																		
Listen to and take part in discussions, explanations, role-plays and presentations																		
Contribute comments, ask questions and respond to others' points of view																		
Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary																		
Structure talk so that ideas can be understood by others																		
Speak clearly and adapt ways of speaking to audience and situation																		
Use non-verbal methods to express ideas and engage with the listener																		
Communication: Reading																		
Read a range of texts for information, ideas and enjoyment																		
Use a range of strategies to read with increasing independence																		
Find, select and use information from a range of sources																		
Understand and explore ideas, events and features in texts																		
Use evidence from texts to explain opinions																		
Communication: Writing																		
Talk about, plan and edit work																		
Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way																		
Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes																		
Write with increasing accuracy and proficiency																		

KS3 Curriculum Links: Cross Curricular Links

Cross Curricular Skills Continued...	Year 8						Year 9						Year 10					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
Using Mathematics:																		
Choose the appropriate materials, equipment and mathematics to use in a particular situation																		
Use mathematical knowledge and concepts accurately																		
Use mathematics to solve problems and make decisions																		
Explore ideas, make and test predictions and think creatively																		
Identify and collect information																		
Read, interpret, organise and present information in mathematical formats																		
Use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain ways of working																		
Develop financial capability																		
Using ICT																		
Explore:																		
Access, select, interpret and research information from safe and reliable sources																		
Express:																		
Create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products																		
Exchange:																		
Communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally																		
Exhibit:																		
Manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly																		
E- Safety																		
E-Safety: Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour																		
Thinking Skills and Personal Capabilities																		
Managing Information																		
Thinking, Problem-Solving and Decision-Making																		
Being Creative																		
Working with Others																		
Self-Management																		

KS4 Curriculum Links: EL Learning for Life and Work

KS4 Entry Level: Learning for Life and Work	Year 11						Year 12					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
Personal Development:												
Develop an understanding of how to maximise and sustain their own health and well-being												
Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences												
Recognise, assess and manage risk in a range of real-life contexts												
Develop further their competence as discerning consumers in preparation for independent living												
Local and Global Citizenship:												
Identify and exercise their rights and social responsibilities in relation to local, national and global issues												
Develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly												
Entry Level Learning for Life and Work												
Unit 2: My Rights and Being Responsible												
Know some of their rights as individuals												
Understand why rights are important												
Understand the importance of being able to freely express their ideas, views and opinions												
Understand the importance of individual responsibility												
Unit 4: Getting to Know Myself												
Be aware of their emotions and ways that young people express them												
Be aware of who can provide a young person with support to help them deal with their emotional experiences												
Be aware of how a young person's behaviour can affect the feelings of others												

KS4 Curriculum Links: GCSE Learning for Life and Work

GCSE: Learning for Life and Work	Year 11						Year 12					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
Unit 1: Local and Global Citizenship												
Diversity and inclusion: challenges and opportunities												
The benefits and challenges associated with expressions of cultural identity												
The influences on a young person's sense of cultural identity												
Government and civil society: social equality and human rights												
Social responsibility of the following in supporting democracy, social justice, social equality and human rights: – government, politicians, Members of the Legislative Assembly (MLAs) and public representatives – media companies – young people												
Causes and consequences of social inequality and social injustice												
The role of the government in promoting social equality, social justice and human rights through the following: – legislation – policies – communication – education												
Democracy and active participation												
Ways in which young people can participate in democratic processes (for example in school, the community and the wider world) and influence change for the benefit of society												
Benefits of this participation for the young person and for society												
Unit 2: Personal Development												
Personal Health and Wellbeing												
The causes and consequences, including impact on health and well-being, of the following lifestyle choices: – drinking alcohol – smoking – using drugs (including misusing legal prescription drugs and using illegal substances) NB: YGAM have grouped Gambling and Gaming Harm within this category due to the similarities eg, addiction and socio-economic risks												
The causes and consequences, including impact on physical and mental health, of the following lifestyle factors: – poor hygiene – stress – unequal work–life balance – income												
Developing a healthy mind – dealing with the causes and consequences of anxiety, stress and depression												
Supporting young people with addictions and mental health issues, and sources of support												
Emotions and reactions to life experiences												
Developing a positive concept of self												
Ways young people can manage emotions and reactions to life experiences												
The impact of change on young people's personal development, including: going to college or university, starting a new job, moving in with a partner or getting married, becoming unemployed												
Managing change in positive ways												
Personal Safety and Wellbeing												
The causes and consequences of risk-taking behaviour												
Assessing and managing risk in the following contexts: – antisocial behaviour – unprotected sex – deliberate self-harm – severe or excessive dieting – compulsive overeating – dangerous driving (vehicle theft or being a passenger in a stolen vehicle, or driving under the influence of alcohol or drugs. NB: YGAM have grouped Gambling and Gaming Harms within this category as the lessons provide opportunities to assess and manage risk and could be delivered alongside other risk taking behaviours.												
The benefits and misuse of social media												
Responsible Parenting												
The roles and responsibilities of parents, children and young people within different family structures												
The role of parenting in a child's physical, social, emotional, intellectual and moral development												
Making Informed Financial Decisions												
Managing a budget												
The consequences of poor budgeting												
Making financial decisions, and the advantages and disadvantages of consumer choices												

KS4 Curriculum Links: Cross Curricular Links

Area of Learning	Year 11						Year 12					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
Language and Literacy												
Mathematics and Numeracy												
Learning for Life and Work												
Religious Education												
Cross Curricular Skills												
Communication:												
Communicating meaning, feelings and viewpoints in a logical and coherent manner												
Making oral and written summaries, reports and presentations, taking account of audience and purpose												
Participating in discussions, debates and interviews												
Interpreting, analysing and presenting information in oral, written and ICT formats												
Exploring and responding, both imaginatively and critically, to a variety of texts												
Using Mathematics:												
Using mathematical language and notation with confidence												
Using mental computation to calculate, estimate and make predictions in a range of simulated and real-life contexts												
Selecting and applying mathematical concepts and problem-solving strategies in a range of simulated and real-life contexts												
Interpreting and analysing a wide range of mathematical data												
Assessing probability and risk in a range of simulated and real-life contexts												
Presenting mathematical data in a variety of formats that take account of audience and purpose.												
Using ICT												
Access, manage, select and present information												
Other Skills												
Problem Solving												
Self – Management												
Working with Others												

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