

Central Hub Brighton – Curriculum Topic Information Sheet

Subject	Year/key stage	Term
Skills for Learning Anger Management	KS3	23/24
Topic/s		
<ul style="list-style-type: none"> • Adrenaline and my body • The changing face of anger • Types of communication/Tones of voice • The four F's – Fight, Flight, Freezing and Fawn • Seeking support • Take a deep breath/Meditation • Evaluation 		
Content (Intent)		
Prior Learning (Topic/s):		
Pre-Assessment Previous school assessment through Passport/Reach 2 Teach Assessment		
Future Learning (Topic/s):		
Ongoing learning through practice Refined through key work sessions Sharing practice with follow on schools and parents		
What Knowledge or Skills will be Taught? (Implementation)	How will your Understanding be Assessed and Recorded (Impact)	
Knowledge	On Going Assessment	
<ul style="list-style-type: none"> • Understanding self-awareness • Understanding personal tolerance levels and identifying triggers • Linking action to reaction in a range of contexts • Knowing the impact of anger within personal relationships • Techniques for self-control • Reflection on past experiences and finding positive repair strategies 	<ul style="list-style-type: none"> • End of session check in • Assessing student's ability to apply skills to difficult situations. • Keyworker check ins and liaison 	
Skills	Formal Assessment	
<ul style="list-style-type: none"> • Understanding the physical and emotional processes of anger • Able to relate own physical responses to personal triggers • Developing strategies for avoiding or managing situations that could result in anger • Ability to practice calming techniques for managing anger 	<ul style="list-style-type: none"> • Student weekly behaviour targets • Analysis of SIMS/CPOMS incidents • Reports to next educational provider/other agencies as required. • AQA Unit Awards 	
SEMH Curriculum Knowledge & Skills	Assessment of SEMH Development	

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<ul style="list-style-type: none"> • use strategies to manage our mental & emotional health • learn and strategies to resolve conflict through negotiation & appropriate compromise • Identify strategies which help them self-calm. • Recognise when they need to self-regulate. • Reflect on a stressful experience of their own that has passed. • Begin to seek help from appropriate sources. 	<ul style="list-style-type: none"> • Pre and post topic evaluation • Reach 2 Teach • Observation of behavioural responses and post incident discussion.
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How Can Families Help at Home?

Discussion of strategies and support techniques with parents

Parent to remind young person of their learning and model responses

Helpful Further Reading/Discussion (including Reading and Vocabulary Lists)

Reading	Vocabulary Lists
<p>Bruce Parry hand brain model to enable young people to understand the process of an emotional hijack.</p>	<p>Calm Stress Rush Heightened</p> <p>Dilated Accelerate Exhilarating</p> <p>Sensory Oxygen Hormones</p> <p>Expression Distortion Internal</p> <p>External Contort Passive Assertive</p> <p>Aggressive Response Reactive</p> <p>Proactive Tone of voice Sensation</p> <p>Mindful Inhale Exhale Scenario</p> <p>Protective Instinctive Reactionary</p>

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Subject	Year/key stage	Term
Skills 4 Learning Executive Functions/ Learning Styles	KS3	23/24
Topic/s		
<ul style="list-style-type: none"> • Understanding the processes and development of the teenage brain • Executive functions and how they affect learning. • Learning styles and multiple intelligences • Individual strengths in relation to executive functions/learning styles/multiple intelligences. • Strategies to support and develop executive functions. • Ways that executive functions/learning styles/multiple intelligences might be related to future life outcomes e.g. hobbies, career choices. • End of topic evaluation 		
Content (Intent)		
Prior Learning (Topic/s):		
KS2 – Science: The human body Previous school assessment (Pupil Passport)		
Future Learning (Topic/s):		
Ongoing learning through practice Refined through key work sessions Sharing practice with follow on schools and parents		
What Knowledge or Skills will be Taught? (Implementation)	How will your Understanding be Assessed and Recorded (Impact)	
Knowledge	On Going Assessment	
<ul style="list-style-type: none"> • Function(s) and development of the human brain. • The impact of executive functions • Multiple intelligence theory (Gardiner) • VARK – learning styles (Fleming) • Cycle of learning (Kolb) 	<ul style="list-style-type: none"> • End of session check-in • Assessing student’s ability to recognise their own strengths and areas for development • Keyworker check ins and liaison 	
Skills	Formal Assessment	
<ul style="list-style-type: none"> • Links actions and reactions to the ‘thinking brain’. • Demonstrates use of strategies appropriate to learning style • Actively participates in tasks that support personal development of executive functions 	<ul style="list-style-type: none"> • Self-assessment (compare to pupil passport) • Exit reports to next educational provider/other agencies as required. 	
SEMH Curriculum Knowledge & Skills	Assessment of SEMH Development	
Emotional resilience <ul style="list-style-type: none"> • Identifies personal qualities, attitudes, skills and achievements in themselves and others Self-esteem <ul style="list-style-type: none"> • Knows how to set appropriate goals in new and familiar situations 	<ul style="list-style-type: none"> • Pre and post topic evaluation • Reach 2 Teach • Weekly behaviour targets 	

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- Can evaluate their success and identify next steps
- Social Skills
- Understand how other people may feel in a familiar situation

How Can Families Help at Home?

Discussion of strategies and support techniques with parents

Parent to remind young person of their learning and discuss areas of strength linked to executive functions that are noted in the family home (e.g. organisational skills, time management)

Helpful Further Reading/Discussion (including Reading and Vocabulary Lists)

Reading

<https://www.verywellmind.com/vark-learning-styles-2795156>

<https://mindspark.org.uk/what-are-executive-functions/>

<https://connectionsinmind.com/>

Vocabulary Lists

Specific vocabulary: Areas of the brain

Adolescence, puberty, cognitive, developmental, flexibility, inhibition, plasticity, myelination, synaptic pruning, impulse, control, auditory, visual, kinaesthetic, experiential, short-term/working memory

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Subject	Year/key stage	Term
Skills 4 Learning Mental Health	KS3	23/24
Topic/s		
<ul style="list-style-type: none"> • What is mental health? Myths and misconceptions about common mental health conditions • Stress – what causes it, why, and how to navigate it. • Extreme emotions – hormones, sleep, and self-care • Self-image and the negative impact of comparing ourselves to those around us. • Helping hands – exploring support networks and services • Evaluation 		
Content (Intent)		
Prior Learning (Topic/s):		
KS2 curriculum content/topics PSHE: Healthy lifestyles ORACY/Theme of the Week (related topics)		
Future Learning (Topic/s):		
Ongoing learning through personal/shared experiences Refined through cross-curriculum content - ORACY/PSHE/key work sessions.		
What Knowledge or Skills will be Taught? (Implementation)	How will your Understanding be Assessed and Recorded (Impact)	
Knowledge	On Going Assessment	
<ul style="list-style-type: none"> • Mental Health vs Mental illness • Stress and anxiety – healthy vs unhealthy coping strategies • Positive mindset vs negative thinking traps • Sleep hygiene, deprivation, Circadian rhythm 	<ul style="list-style-type: none"> • End of session check-in • Assessing student’s emotional literacy in a range of contexts • Keywork discussion 	
Skills	Formal Assessment	
<ul style="list-style-type: none"> • Speaks confidently about matters relating to their own and others’ mental health. • Explains the links between their own experiences and the potential impact on their emotional and mental health. • Identifies a range of support services available for young people that are connected to mental health 	<ul style="list-style-type: none"> • Reports to next educational provider/other agencies as required. 	
SEMH Curriculum Knowledge & Skills	Assessment of SEMH Development	
Emotional resilience: <ul style="list-style-type: none"> • Describes/uses strategies to manage mental and emotional health. • Explains how self-esteem can change with personal experiences and circumstances. • Understands that personal achievements can have a positive impact upon confidence and wellbeing. Self-esteem	<ul style="list-style-type: none"> • Pre and post topic evaluation • Reach 2 Teach 	

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<ul style="list-style-type: none"> • Recognizes how failure can impact upon confidence and wellbeing. • Knows where to get appropriate help when they need support. 	
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How Can Families Help at Home?

Open and honest conversations

Access information on how to spot and support concerns around mental health via your GP, the School Nurse, online.

Helpful Further Reading/Discussion (including Reading and Vocabulary Lists)

Reading	Vocabulary Lists
<p>YoungMinds Mental Health Charity For Children And Young People YoungMinds</p> <p>https://www.healthforteens.co.uk/lifestyle</p> <p>https://www.nhs.uk/mental-health/children-and-young-adults/</p> <p>https://www.charliewaller.org/young-people</p> <p>https://www.thewrapdhi.org.uk/find-information</p>	<p>Stress, anxiety, disorder, illness, coping, management, self-efficacy, mindset, medication, therapy, self-care, serotonin, melatonin, mindfulness, depression,</p>

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Subject	Year/key stage	Term
Skills 4 Learning ORACY and communication skills	KS3	Ongoing across all terms 23/24
Topic/s		
<p>Although a skeletal range of topical issues are planned to be covered across each of the three school terms and are often aligned with Theme of the Week activities, to enable a deeper discussion, planning for ORACY sessions is flexible, dynamic and responsive to events with current or high profile media coverage, giving learners the opportunity to discuss situations, formulate opinions, and practice the skills needed to articulate views on them together with their peers.</p>		
Content (Intent)		
Prior Learning (Topic/s):		
<p>All students will have experienced Speaking and Listening opportunities and be working towards the outcomes as defined within the National Curriculum Programme of Study for English.</p>		
Future Learning (Topic/s):		
<p>Ongoing through practice Revisited and embedded across the curriculum. Student voice participation</p>		
What Knowledge or Skills will be Taught? (Implementation)	How will your Understanding be Assessed and Recorded (Impact)	
Knowledge	On Going Assessment	
<p>Oracy Framework Skills:</p> <p>Physical: Voice and Body language</p> <p>Linguistic: Vocabulary, language, and rhetorical techniques</p> <p>Cognitive: Content, structure, clarifying and summarising, self-regulation, and reasoning</p>	<ul style="list-style-type: none"> • Individual responses during group discussion • Verbal feedback given throughout sessions. • End of session check in. 	
Skills	Formal Assessment	
<p>Physical:</p> <p>Pace of speaking, tonal variation, clarity of pronunciation, vice projection, gesture and posture, facial expression, and eye contact</p> <p>Linguistic:</p> <p>Appropriate vocabulary choices, register, grammar, and effective use of speech devices</p> <p>Cognitive:</p> <p>Structure and organisation of talk (including time management), choosing content to convey meaning and intention, critically examining ideas and views when presented with them, building on the views of others, seeking information and clarification through</p>	<ul style="list-style-type: none"> • Teacher judgement(s) • Half-termly self-assessment 	

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<p>questioning, justifying views, providing a clear summary of talk, maintaining focus during talk.</p> <p>Social and emotional:</p> <p>Active and effective participation in verbal interactions and wider group discussions, turn taking and active listening, demonstrating self-assurance during a range of talk situations, liveliness and flair when presenting, taking account of levels of understanding of a specific audience</p>	
SEMH Curriculum Knowledge & Skills	Assessment of SEMH Development
<ul style="list-style-type: none"> • Working with others • Listening and responding • Confidence in speaking • Audience awareness 	<ul style="list-style-type: none"> • Pre and post topic evaluation • Reach 2 Teach • Observation of competencies
How Can Families Help at Home?	
<p>There will be opportunities to discuss strategies and support techniques at termly reviews and target setting meetings.</p> <p>Encourage extended verbal contributions at home, actively seeking their opinions and supporting them to share their views and opinions on items that are in the news.</p>	
Helpful Further Reading/Discussion (including Reading and Vocabulary Lists)	
Reading	Vocabulary Lists
<p>https://voice21.org/what-is-oracy/</p> <p>What is oracy? TheSchoolRun</p> <p>Oracy skills and the 21st century TeachingEnglish British Council</p>	<p>Topic related</p>

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Subject	Year/key stage	Term
Skills 4 Learning Personal Development	KS3	Ongoing across all terms 23/24
Topic/s		
<ul style="list-style-type: none"> • Theme of the Week: Current news and yearly calendar of charitable events • Wellbeing/Community Participation: Boxing training and BYC sessions • Cultural Passport: Keywork/Tutor time opportunities for extra-curricular activities • Student led learning: AQA Unit Awards 		
Content (Intent)		
Prior Learning (Topic/s):		
PSHE curriculum Whole school assemblies Drop-down days / Charitable events Family engagement Hobbies and interests		
Future Learning (Topic/s):		
Ongoing opportunities developed through personal experiences (linked to prior learning) Revisited and embedded across the curriculum (ORACY/PSHE). Student voice participation		
What Knowledge or Skills will be Taught? (Implementation)	How will your Understanding be Assessed and Recorded (Impact)	
Knowledge	On Going Assessment	
<ul style="list-style-type: none"> • Citizenship and values • Self-care (physical and mental wellbeing) • Equality, diversity, and inclusion in a range of contexts • Enrichment 	<ul style="list-style-type: none"> • Individual responses during group discussion/participation and engagement with activities • Verbal feedback given throughout sessions. • End of session check in. 	
Skills	Formal Assessment	
<ul style="list-style-type: none"> • Development of self-efficacy and intrinsic motivation - working towards goals • Increased self-awareness and personal identity: choices, decisions, views, and opinions • Deeper understanding of the local community and the wider world • Independence: research and enquiry • Work related skills 	<ul style="list-style-type: none"> • Teacher judgement(s) • Half-termly self-assessment • AQA unit Awards (certificate) 	
SEMH Curriculum Knowledge & Skills	Assessment of SEMH Development	
Emotional resilience: <ul style="list-style-type: none"> • Recognize and celebrate personal skills and achievements. Self-esteem <ul style="list-style-type: none"> • Understand the responsibilities associated 	<ul style="list-style-type: none"> • Pre and post topic evaluation • Reach 2 Teach • Observation of competencies 	

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<p>with being independent within school and the community</p> <ul style="list-style-type: none"> • How to set ourselves appropriate goals in new and familiar situations • How to evaluate their success and identify next steps <p>Social skills:</p> <ul style="list-style-type: none"> • It is important to be involved in your wider community and build relationships with people 	
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How Can Families Help at Home?

Awareness of timetabled school events and drop-down days
 Encourage extended verbal contributions at home, actively seeking opinions and supporting the sharing of views and opinions on items that are in the news.
 Discuss aspirational goals and encourage participation in new experiences and opportunities.

Helpful Further Reading/Discussion (including Reading and Vocabulary Lists)

Reading	Vocabulary Lists
<p>https://www.aqa.org.uk/programmes/unit-award-scheme</p> <p>https://charitydigital.org.uk/topics/topics/awareness-days-you-should-know-about-in-2024-11138</p> <p>https://www.brightonyouthcentre.org.uk/</p> <p>https://www.wbccaresuk.org/</p> <p>https://www.educationcorner.com/cultural-capital-in-education/</p>	<p>n/a – vocabulary determined by individual aspects and students’ personally chosen activities</p>

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Subject	Year/key stage	Term
Skills 4 Learning Team Building	KS3	23/24
Topic/s		
<ul style="list-style-type: none"> Knowing me, knowing you – skills and qualities (own and others) Leadership skills Communication without words Working in pairs/bigger groups Team/competitive spirit – winning and accepting defeat (with equally good grace) Evaluation 		
Content (Intent)		
Prior Learning (Topic/s):		
Pre-Assessment Previous school assessment through Passport/Reach 2 Teach Assessment		
Future Learning (Topic/s):		
Ongoing learning through practice Refined through key work sessions Sharing practice with future school placement and parents		
What Knowledge or Skills will be Taught? (Implementation)	How will your Understanding be Assessed and Recorded (Impact)	
Knowledge	On Going Assessment	
<ul style="list-style-type: none"> Key skills required for working with others effectively. The value of inclusion, equality, and diversity The importance of participation vs being driven solely by a positive (personal) outcome 	<ul style="list-style-type: none"> End of session check-in Assessing student’s ability to apply skills to a range of appropriate situations. Keyworker check ins and liaison 	
Skills	Formal Assessment	
<ul style="list-style-type: none"> Self-reflection Verbal/non-verbal communication Leadership/Team skills Problem solving Tolerance and acceptance 	<ul style="list-style-type: none"> Reports to next educational provider/other agencies as required. AQA Unit Awards 	
SEMH Curriculum Knowledge & Skills	Assessment of SEMH Development	
<p>Emotional resilience:</p> <ul style="list-style-type: none"> Personal achievements can have a positive impact upon confidence and wellbeing. <p>Self-esteem:</p> <ul style="list-style-type: none"> Failure can impact upon our confidence and wellbeing. <p>Social Skills:</p> <ul style="list-style-type: none"> It is important to be involved in your wider community and build relationships with people. We can use strategies to resolve conflict through negotiation & appropriate compromise. 	<ul style="list-style-type: none"> Pre and post topic evaluation Reach 2 Teach Observation of behavioural responses and post incident discussion. 	

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How Can Families Help at Home?

Discussion of strategies and support techniques with parents

Encourage fair play.

Role model teamwork as a family

Remind the young person of their learning when involved in group activities in the wider context of the community or when viewed in the media (e.g. competitive sports)

Helpful Further Reading/Discussion (including Reading and Vocabulary Lists)

Reading	Vocabulary Lists
<p>https://www.theschoolrun.com/how-teach-your-child-teamwork</p>	<p>Achievement, accountability, active, assertive</p> <p>Bonding, beneficial,</p> <p>Communication, cooperation, collaboration, cohesion, competence, creativity, compromise, competitive, comradery, collective</p> <p>Demoralising, demonstrate, dedication, drive</p> <p>Effective, empathy, evaluate</p> <p>Humbleness, humility</p> <p>Gloat, goal</p> <p>Motivational, mentor,</p> <p>Partnership, patience, perseverance</p> <p>Sportsmanship, selflessness/selfishness</p> <p>Tolerance, teach, tactics, tactful</p> <p>Vision, vigour</p>