

**Title of Rubric: KS5 Resilience and Assertiveness**

Subject curriculum intent:	All learning at NRHS is based on the principle that people should treat each other with respect whatever their gender, race, sexual orientation, religious belief, educational need or disability. In life-skills pupils will gain the knowledge to make a full contribution to their lives as adults.			
Intent for this topic:	In this unit pupils will cover a spectrum of interpersonal relationships, dealing with challenging situations, and mastering assertiveness at various levels.			
Core vocabulary needed for this subject/topic:	Assertive Negotiation compromise			
Vocabulary pupils will have accessed in other topics or subject areas:	Peers Relationships Communication Positive negative			
Key vocabulary taught within this topic:	Key vocabulary, used in context, spoken, signed or symbols: Assertive Negotiation Compromise Relationships Respect Boundaries Resilient Resilience Failure Perseverance Practice Defeat Mindset romantic			
Big Questions	What are some ways we can find a solution when we and another person want different things? What are some ways to communicate with others when we're upset or unhappy? Why is it important to stay calm if a customer is being difficult in the Cup and Cake Café?			
<b>Prior knowledge: what pupils may already have studied</b>				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	PSHCE		Every term	Bullying/ being assertive

		<p>The United Nation Convention on the rights of the child - realising my rights</p> <p>Part 1 - The world's largest lesson - Global Issues (UNICEF) - Goal 3 - good health and wellbeing</p> <p>Taking care of myself</p> <p>Caring For The Environment</p> <p>Recognising and celebrating differences</p> <p>Keeping safe: being a good friend, staying safe online and at home</p>		
KS4	PSHCE Work Experience	<p>Prejudice and discrimination</p> <p>Identities and diversity</p> <p>Recognising my needs and self-awareness - emotional wellbeing.</p> <p>Democracy and Justice &amp; Political system of Democratic government (UK) - Role of citizens, parliament and the monarch</p>	Every term Carousel	Bullying/ being assertive. Customer service skills
Links to other subjects: English PSHCE				

**RRS Articles:**

Article 28 (right to education) every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

	OU WTE1	OU E1	OU E2	OU E3
<b>Key learning:</b>				
<b><u>Subject specific knowledge</u></b>	<p>Understands basic dynamics in peer relationships and simple aspects of romantic relationships.</p> <p>Can recognise the impact of communication in relationships.</p> <p>Can recognise basic behaviour management techniques when dealing with challenging customers.</p> <p>Can identify simple strategies to stay calm in challenging customer interactions</p>	<p>Will understands more complex dynamics in peer relationships and basic aspects of romantic relationships., including boundaries and respect.</p> <p>Can identify communication patterns that contribute positively or negatively to relationships.</p> <p>Can recognise and apply basic behaviour management techniques when dealing with challenging customers.</p> <p>Can understand simple strategies to stay calm in challenging customer interactions.</p>	<p>Can understand complexities in both peer and romantic relationships, including boundaries and healthy communication.</p> <p>Will know a strategy to help in managing emotions during conflicts in relationships.</p> <p>Will know a conflict resolution technique to work in various customer service scenarios.</p> <p>Will know what it means to address customer concerns proactively.</p> <p>Will understand advanced techniques to handle various customer scenarios effectively</p>	<p>Can understand complexities in both peer and romantic relationships, including empathy, boundaries and healthy communication.</p> <p>Will know different strategies to help in managing emotions during conflicts in relationships.</p> <p>Will know different conflict resolution technique to work in various customer service scenarios.</p> <p>Will know the benefits of anticipating and addressing customer concerns proactively.</p> <p>Will understand and apply advanced techniques to handle various customer scenarios effectively</p>
<b><u>Subject specific skills</u></b>	<p>Can develop simple awareness of negative self-talk and its impact</p> <p>Will be able to use basic techniques to challenge and redirect negative thoughts.</p> <p>Will be able to show basic assertiveness through simple role plays and scenarios.</p> <p>Will be able to express a need and boundary assertively in basic situations</p>	<p>Can develop basic negotiation skills.</p> <p>Can understand the concept of negotiation.</p> <p>Can practice finding common ground and reaching agreement in simple scenarios.</p> <p>Can practise assertiveness in a given situation through role play and case studies.</p> <p>Can apply assertiveness techniques in expressing needs and handling conflicts assertively.</p>	<p>Be able to apply basic negotiation skills to a situation requiring compromise.</p> <p>Practise negotiation techniques to achieve win- win outcomes.</p> <p>Can practise assertiveness in various contexts through role play and case studies.</p> <p>Can apply assertiveness techniques in expressing needs, setting boundaries and resolving conflicts assertively.</p>	<p>Be able to apply basic negotiation skills to various situations requiring compromise.</p> <p>Can master assertiveness techniques in expressing needs, setting boundaries and resolving conflicts confidently.</p>

**Suggested activities**

Role play scenarios-peer interactions or customer service situations.

Feelings collage-create a collage representing positive thoughts and feelings.

Assertiveness practice-practice saying no in different situations.

Emotional intelligence journaling-assign journaling on identifying and managing emotions. Encourage reflection.

Peer support circle-share experiences and discuss assertiveness and resilience.

What if? Scenario flashcards

Mind map positive and negative coping skills

Work as part of a team to build the tallest tower with playing cards.

Show a picture of a defeated football team (e.g Man City Champions league semi) and show several years later winning Champions league-what does this show? How did the losing team feel after the game?' 'Did they give up their football jobs and not play again?'

**Online resources**

<https://www.youngminds.org.uk/professional/resources/beano-resilience-lesson-plans/>

<https://www.tes.com/teaching-resources/blog/building-resilience-classroom-and-beyond>

<https://barclayslifeskills.com/help->

[others/?utm\\_source=Website&utm\\_medium=TES&utm\\_campaign=TES\\_web\\_page\\_overview\\_conf\\_ass&utm\\_term=LifeSkills&utm\\_content=hs\\_t](https://barclayslifeskills.com/help-others/?utm_source=Website&utm_medium=TES&utm_campaign=TES_web_page_overview_conf_ass&utm_term=LifeSkills&utm_content=hs_t)

**Evidencing Work**

All pupils work will be evidenced within their work folder.

Work will be annotated regarding what has been achieved and self-evaluated by the pupil.

Practical tasks may be evidenced using photographs/ target setting forms.