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Evolve Academy

Curriculum Planning

PSHE

Curriculum Intent

Evolve have created a nurturing accessible curriculum that addresses the needs of all pupils and which is achieved to National Curriculum accessibility guidelines and requirements.

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

Lessons and units are knowledge and vocabulary rich so that pupils build on what they already know to develop powerful knowledge. Knowledge is sequenced and mapped in a coherent format so that pupils make meaningful connections. Our curriculum is evidence informed through rigorous application of best practice and the science of learning. We prioritise creating a diverse nurturing curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Curriculum Implementation

If you enter our classrooms at Evolve we will have pupils who have experienced very different curriculums before joining us, and who may return to mainstream or move on to another setting with a different curriculum. In our Classrooms we employ a nurture environment that enables children to thrive and grow. We have mixed ages classes of children, many of whom are not working at age related expectations. It is therefore crucially important that our curriculum is flexible enough and personalised to enable us to meet a wide range of abilities and needs.



Throughout the year our pupils follow the PSHE Associations' three core themes: Health and Wellbeing; Relationships; and Living in the Wider World. We believe these topics to be essential in developing the skills our learners need to be successful, well rounded, rights respecting global citizens and we match the curriculum to ensure our learners are able to be work and life ready. Learning skills that develop our students for their future is fundamental, we develop not only their academic skills but their emotional.

The curriculum is engaging and varied using case studies and research that is relevant to our pupils and our school setting. We have amended the schemes of work to include the new Relationships Education, Relationships and Sex Education (RSE) and Health Education' to follow statutory guidelines. This ensures that the pupils are very well-equipped for the next stage of their education or employment.

It also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

Curriculum Impact

The intention is that the pupils will learn about being confident in addressing the challenges of effective learning and making a full and active contribution to society but will have opportunities to revisit their learning about Health and wellbeing, Relationships and Living in the wider world throughout the key stages in order to build on and deepen prior knowledge and understanding.

Learning skills that develop our students for their future is fundamental, we develop not only their academic skills but their emotional. We discuss courses in Further Education and develop student's employability skills. We also visit







places of further education to enable children to plan their future and have visits from outside agencies to talk about careers and options.

We approach topics with care and sensitivity as we know a lot of issues may have affected the young people we support. Many of our young people have experienced ACES (adverse childhood experience) and we make sure that all our staff are aware of these via provision map and we make sure that our lessons are delivered with consideration and knowledge of our student's needs. We ensure that any support is put in place that may be needed for our learners.

Assessment in PSHE:

Recall/Recap	Mapping	Peer-assessment	Baseline Assessments
Questioning	Portfolio	Self-assessment	End of unit assessments
Instant feedback	Quizzes	Teacher Marking	On-going assessment
Knowledge checks	Tests	Live Marking	Data capture
Observation			Target Setting
Discussion			



From Y1 – Y9

Overview National Curriculum KS1, KS2 & KS3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 1	Relationships	Relationships	Living in a wider world	Living in a wider world	Health and Wellbeing	Health and Wellbeing
Key Stage 2 Lower	Relationships	Relationships	Living in a wider world	Living in a wider world	Health and Wellbeing	Health and Wellbeing
Key Stage 2 Upper	Relationships	Relationships	Living in a wider world	Living in a wider world	Health and Wellbeing	Health and Wellbeing
Year 7	Living in a wider world	Living in a wider world	Relationships, Identity and Safety.	Relationships, Identity and Safety.	Healthy living	Healthy living
Year 8	Relationships, Identity and Safety	Relationships, Identity and Safety	Living in the wider world	Living in the wider world	Healthy Living	Healthy living
Year 9	Relationships, Identity and Safety.	Relationships, Identity and Safety	Living in the wider world	Living in the wider world	Healthy Living	Healthy Living

KS1 Curriculum

Autumn	Knowledge	Skills
<p>Families and friendships Roles of different people; families; feeling cared for</p>	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family 	<ul style="list-style-type: none"> • R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives • R2. to identify the people who love and care for them and what they do to help them feel cared for • R3. about different types of families including those that may be different to their own • R4. to identify common features of family life • R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
<p>Safe relationships Recognising privacy; staying safe; seeking permission</p>	<ul style="list-style-type: none"> • about situations when someone's body or feelings might be hurt and • whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe 	<ul style="list-style-type: none"> • R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online • R11. about how people may feel if they experience hurtful behaviour or bullying • R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult • R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private • R14. that sometimes people may behave differently online, including by pretending to be someone they are not • R15. how to respond safely to adults they don't know



	<ul style="list-style-type: none"> • when it is important to ask for permission to touch others • how to ask for and give/not give permission 	<ul style="list-style-type: none"> • R16. about how to respond if physical contact makes them feel uncomfortable or unsafe • R17. about knowing there are situations when they should ask for permission and also when their permission should be sought
<p>Families and friendships</p> <p>Roles of different people;</p> <p>families; feeling cared for</p>	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them if they are worried about something in their family 	<ul style="list-style-type: none"> • R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives • R2. to identify the people who love and care for them and what they do to help them feel cared for • R3. about different types of families including those that may be different to their own • R4. to identify common features of family life • R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
<p>Respecting ourselves and others</p> <p>How behaviour affects others; being polite and respectful</p>	<ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns 	<ul style="list-style-type: none"> • R21. about what is kind and unkind behaviour, and how this can affect others • R22. about how to treat themselves and others with respect; how to be polite and courteous

Spring	Knowledge	Skills
<p>Belonging to a community</p> <p>What rules are; caring for others' needs; looking after the environment</p>	<ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. Recycling 	<ul style="list-style-type: none"> • L1. about what rules are, why they are needed, and why different rules are needed for different situations • L2. how people and other living things have different needs; about the responsibilities of caring for them • L3. about things they can do to help look after their environment
<p>Media literacy and Digital resilience</p> <p>Using the internet and digital devices; communicating online</p>	<ul style="list-style-type: none"> • and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online 	<ul style="list-style-type: none"> • L7. about how the internet and digital devices can be used safely to find things out and to communicate with others • L8. about the role of the internet in everyday life
<p>Money and Work</p> <p>Strengths and interests; jobs in the community</p>	<ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do 	<ul style="list-style-type: none"> • L14. that everyone has different strengths • L15. that jobs help people to earn money to pay for things • L16. different jobs that people they know or people who work in the community do

Summer	Knowledge	Skills
<p>Physical health and Mental wellbeing</p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p>	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. handwashing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists and, lunch supervisors • how to keep safe in the sun 	<ul style="list-style-type: none"> • H1. about what keeping healthy means; different ways to keep healthy • H2. about foods that support good health and the risks of eating too much sugar • H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday • H4. about why sleep is important and different ways to rest and relax • H5. simple hygiene routines that can stop germs from spreading • H8. how to keep safe in the sun and protect skin from sun damage • H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV • H10. about the people who help us to stay physically healthy
<p>Growing and changing</p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p>	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others 	<ul style="list-style-type: none"> • H11. about different feelings that humans can experience • H12. how to recognise and name different feelings • H13. how feelings can affect people's bodies and how they behave • H14. how to recognise what others might be feeling • H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things • H21. to recognise what makes them special • H22. to recognise the ways in which we are all unique • H23. to identify what they are good at, what they like and dislike • H24. how to manage when finding things difficult



	<ul style="list-style-type: none">• about different kinds of feelings• how to recognise feelings in themselves and others• how feelings can affect how people behave	
<p>Keeping safe</p> <p>How rules and age restrictions help us; keeping safe online</p>	<ul style="list-style-type: none">• how rules can help to keep us safe• why some things have age restrictions, e.g. TV and film, games, toys or play• areas• basic rules for keeping safe online• whom to tell if they see something online that makes them feel unhappy, worried, or scared	<ul style="list-style-type: none">• H28. about rules and age restrictions that keep us safe• H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them



Key Stage 2 Lower Curriculum

Autumn	Knowledge	Skills
<p>Families and friendships</p> <p>Managing friendships and peer influence</p>	<ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for • peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having • new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships 	<ul style="list-style-type: none"> • R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them • R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • R16. how friendships can change over time, about making new friends and the benefits of having different types of friends • R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely • R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary • R26. about seeking and giving permission (consent) in different situations
<p>Safe relationships</p> <p>Physical contact and feeling safe</p>	<ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact 	<ul style="list-style-type: none"> • R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice • R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26.

- how it feels in a person's mind and body when they are uncomfortable
- that it is never someone's fault if they have experienced unacceptable contact
- how to respond to unwanted or unacceptable physical contact
- that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
- whom to tell if they are concerned about unwanted physical contact

about seeking and giving permission (consent) in different situations

- R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting ourselves and others

Responding respectfully to a wide range of people; recognising prejudice and discrimination

- to recognise that everyone should be treated equally
- why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- what discrimination means and different types of discrimination e.g. racism, sexism, homophobia
- to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
- the impact of discrimination on individuals, groups and wider society
- ways to safely challenge discrimination
- how to report discrimination online

- R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- R21. about discrimination: what it means and how to challenge it
- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

Spring	Knowledge	Skills
<p>Belonging to a community</p> <p>Protecting the environment; compassion towards others</p>	<ul style="list-style-type: none"> • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • to express their own opinions about their responsibility towards the environment • about the way that money is spent and how it affects the environment • about how resources are allocated and the effect this has on individuals, communities and the environment 	<ul style="list-style-type: none"> • L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others • L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) • L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
<p>Media literacy and Digital resilience</p> <p>How information online is targeted; different media types, their role and impact</p>	<ul style="list-style-type: none"> • To explore, interpret and respond to a short chapter book • Develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and debate • To explore aspects of poetry • To explore aspects of diversity 	<ul style="list-style-type: none"> • Explore how language is used effectively to paint a picture for the reader and deepen their understanding • Explore important themes of friendship, loss, courage and perseverance (compassion Y2) • To look at how words and pictures are used in a picture books to deepen the reader's understanding of the story • Consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience • Identify with and develop connections with key characters • Discuss layout of the text • Predict and justify what will happen next • To make choices in selecting poems for anthologies • Explore rhythm, rhyme and pattern in a range of poems • Recognise simple recurring literary language in poetry
<p>Money and Work</p>	<ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career 	<ul style="list-style-type: none"> • L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them • L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or

Identifying job interests and aspirations;

what influences career choices; workplace

stereotypes

- **how or why someone might choose a certain career**
- **about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values**
- **the importance of diversity and inclusion to promote people's career opportunities**
- **about stereotyping in the workplace, its impact and how to**
- **challenge it**
- **that there is a variety of routes into work e.g. college, apprenticeships, university, training**

businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

- **L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid**

Summer	Knowledge	Skills
<p>Physical health and Mental wellbeing</p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p>	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment 	<ul style="list-style-type: none"> • H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn • H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it • H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed • H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
<p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p>	<ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex 	<ul style="list-style-type: none"> • H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing • H26. that for some people gender identity does not correspond with their biological sex

	<ul style="list-style-type: none"> • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing 	<ul style="list-style-type: none"> • H27. to recognise their individuality and personal qualities • H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
<p>Keeping safe</p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p>	<ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law 	<ul style="list-style-type: none"> • H38. how to predict, assess and manage risk in different situations • H43. about what is meant by first aid; basic techniques for dealing with common injuries • H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say • H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

Key Stage 2 Upper Curriculum

Autumn	Knowledge	Skills
<p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p>	<ul style="list-style-type: none">• what it means to be attracted to someone and different kinds of loving relationships• that people who love each other can be of any gender, ethnicity or faith• the difference between gender identity and sexual orientation and everyone's right to be loved• about the qualities of healthy relationships that help Individuals flourish• ways in which couples show their love and commitment to one another, including those who are not married or who live apart• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults• that people have the right to choose whom they marry or whether to get married• that to force anyone into marriage is illegal• how and where to report forced marriage or ask for help• if they are worried	<ul style="list-style-type: none">• R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)• R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different• R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong• R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others• R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart• R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of

		<p>all types can give family members love, security and stability</p>
<p>Safe relationships</p> <p>Recognising and managing pressure</p> <p>consent in different situations</p>	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy Friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' And 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • what consent means and how to seek and give/not give permission in different situations • how to get advice and report concerns about personal safety, including online 	<ul style="list-style-type: none"> • R26. about seeking and giving permission (consent) in different situations • R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
<p>Respecting ourselves and others</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p>	<ul style="list-style-type: none"> • about the link between values and behaviour and how • to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements 	<ul style="list-style-type: none"> • R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online • R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Spring

Knowledge

Skills

Belonging to a community

Valuing diversity; challenging discrimination and stereotypes

- what prejudice means
- to differentiate between prejudice and discrimination
- how to recognise acts of discrimination
- strategies to safely respond to and challenge discrimination
- how to recognise stereotypes in different contexts and
- the influence they have on attitudes and understanding of different groups
- how stereotypes are perpetuated and how to challenge this

Media literacy and Digital resilience
Evaluating media sources; sharing things online

- about the benefits of safe internet use e.g. learning, connecting and communicating
- how and why images online might be manipulated, altered, or faked
- how to recognise when images might have been altered
- why people choose to communicate through social media and some of the risks and challenges of doing so
- that social media sites have age restrictions and regulations for use

- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- L21. different ways to keep track of money

- H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- L11. recognise ways in which the internet and social media can be used both positively and negatively
- L13. about some of the different ways information and data is shared and used online, including for commercial purposes online gaming

Money and Work

Influences and attitudes to money; money and financial risks

- about the role that money plays in people's lives,
- attitudes towards it and what influences decisions about money
- about value for money and how to judge if something is value for money
- how companies encourage customers to buy things and why
- it is important to be a
- critical consumer
- how having or not having money can impact on a person's
- emotions, health and wellbeing
- about common risks associated with money, including debt,
- fraud and gambling
- how money can be gained or lost e.g. stolen, through scams
- or gambling and how
- these put people at financial risk
- how to get help if they are concerned about gambling or
- other financial risks

- L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
- L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- L24. to identify the ways that money can impact on people's feelings and emotions

Summer

Knowledge

Skills

Physical health and Mental Wellbeing.

What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online

- about the changes that may occur in life including death, and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss or grief
- about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster
- positive habits e.g. switching phone off at night
- what to do and whom to tell if they are frightened or
- worried about something they have seen online

- H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Growing and Changing increasing independence; managing transitions

- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school
- to recognise some of the changes as they grow up e.g. increasing independence

- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for
- H35. about the new opportunities and responsibilities that increasing independence may bring
- H36. strategies to manage transitions between classes and key stages

Keeping safe

Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

- how to protect personal information online
- to identify potential risks of personal information being misused
- strategies for dealing with requests for personal information or images of themselves
- to identify types of images that are appropriate to share with others and those which might not be appropriate
- that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
- how to report the misuse of personal information or sharing of upsetting content/images online
- about the different age rating systems for social media, T.V, films, games and online gaming
- why age restrictions are important and how they help people make safe decisions
- about what to watch, use or play

- H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
- H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Year 7 Curriculum

Autumn 1	Knowledge	Skills
Aspirations	<ul style="list-style-type: none"> • Correctly identify ways of achieving our full potential and achieve our aspirations. • Describe how different case studies of students could achieve their aspirations and what it means to leave our 'comfort zone'. • Explain how students can overcome barriers to aspirations by being resilient and evaluate the importance of this trait 	<ul style="list-style-type: none"> • H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing • H2. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) • H4. Simple strategies to help build resilience to negative opinions, judgements and comments • H9. Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
The Importance of self esteem	<ul style="list-style-type: none"> • Correctly identify ways students can help their self-esteem to improve and describe which piece of advice fits each case study. • Explain how a person could directly apply your advice to their personal situation using detailed examples. 	<ul style="list-style-type: none"> • H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

	<ul style="list-style-type: none"> Analyse the root cause of each person's self-esteem and which piece of advice would be most and least useful to them explaining why you think this. 	<ul style="list-style-type: none"> H2. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H5. To recognise and manage internal and external influences on decisions which affect health and wellbeing H6. How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H7. The characteristics of mental and emotional health and strategies for managing these H10. A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
Wants and needs	<ul style="list-style-type: none"> Correctly identify needs and wants and explain why you believe each to fall in this category. Begin to describe where particular needs and wants fall on Maslow's Hierarchy of need. Explain why we need to learn about wants and needs as well as confidently explaining where case studies fall in Maslow's Hierarchy and why. 	<ul style="list-style-type: none"> To recognise and manage internal and external influences on decisions which affect health and wellbeing How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary The characteristics of mental and emotional health and strategies for managing these Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
Prejudice and Discrimination	<ul style="list-style-type: none"> Correctly identify reasons why stereotypes are wrong and the idea of race is wrong. Describe how people gained different traits and characteristics and what this means about the human race. Explain why both stereotyping and being racist are not only cruel, but ridiculous as well as finer explanations about where the idea of 'race' came from. 	<ul style="list-style-type: none"> H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships

Keeping Safe online

- Identify the negative internet uses and the information we should not make public.
- Describe how an online groomer uses social media.
- Analyse whether your social media profiles are safe from bullies and trolls.

- R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
- R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
- R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
- L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations

- H30. how to identify risk and manage personal safety in increasingly independent situations, including online
- H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
- R2. indicators of positive, healthy relationships and unhealthy relationships, including online
- R13. how to safely and responsibly form, maintain and manage positive relationships, including online
- R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
- L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity
- L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

		<ul style="list-style-type: none"> • L24. to understand how the way people present themselves online can have positive and negative impacts on them • L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms
Being Ethical	<ul style="list-style-type: none"> • Identify reasons why we should make ethical financial decisions • Describe the conditions of sweatshop workers and how we can make more ethical financial decisions • Explain meaning of social corporate responsibility and how a company can fail in this duty 	<ul style="list-style-type: none"> • L16. about values and attitudes relating to finance, including debt • L17. to manage emotions in relation to money • L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions
Autumn 2	Knowledge	Skills
Budgeting	<ul style="list-style-type: none"> • Identify information about students' income and expenditure in the case studies. Describe new key terms. • Explain where sensible cuts to expenditure could be made or income increased to help students manage their money effectively. • Formulate calculations which demonstrate your maths skills and allow the students in the case studies to manage their money effectively. 	<ul style="list-style-type: none"> • L15. to assess and manage risk in relation to financial decisions that young people might make • L16. about values and attitudes relating to finance, including debt • L17. to manage emotions in relation to money • L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions
What are savings, loans and interest rates	<ul style="list-style-type: none"> • Identify the best saving accounts and the riskiest loan products. 	<ul style="list-style-type: none"> • L15. to assess and manage risk in relation to financial decisions that young people might make • L16. about values and attitudes relating to finance, including debt

	<ul style="list-style-type: none"> • Describe the dangers of personal loans through the creation of a web-page for students. • Explain how we must consider interest rates when choosing the most suitable financial products for us 	<ul style="list-style-type: none"> • L17. to manage emotions in relation to money • L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions
<p>What are financial products</p>	<ul style="list-style-type: none"> • Identify which financial products are most appropriate for making particular types of purchases. • Describe what particular types of financial products are designed to do and the benefits of using them. • Explain why some particular financial products may be unsuitable in some circumstances. 	<ul style="list-style-type: none"> • L15. to assess and manage risk in relation to financial decisions that young people might make • L16. about values and attitudes relating to finance, including debt • L17. to manage emotions in relation to money • L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions • L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity
<p>How can I create a personal budgeting plan (optional) 2 Lessons</p>	<ul style="list-style-type: none"> • Identify key terms and information about your own income and expenditure. • Apply appropriate calculations when preparing a budget plan and create a working excel document as evidence. • Create a personal budget plan which includes key information on income and expenditure and will enable you to successfully manage money in future. 	<ul style="list-style-type: none"> • L15. to assess and manage risk in relation to financial decisions that young people might make • L16. about values and attitudes relating to finance, including debt • L17. to manage emotions in relation to money
<p>What are savings, loans and interest rates? Money management continued</p>	<ul style="list-style-type: none"> • Identify the best saving accounts and the most risky loan products. • Describe the dangers of personal loans through the creation of a web-page for students. • Explain how we must consider interest rates when choosing the most suitable financial products for us. 	<ul style="list-style-type: none"> • L15. to assess and manage risk in relation to financial decisions that young people might make • L16. about values and attitudes relating to finance, including debt • L17. to manage emotions in relation to money • L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions

<p>What are financial products?</p>	<ul style="list-style-type: none"> • Identify which financial products are most appropriate for making particular types of purchases. • Describe what particular types of financial products are designed to do and the benefits of using them. • Identify when you might need to use certain financial products 	<ul style="list-style-type: none"> • L15. to assess and manage risk in relation to financial decisions that young people might make • L16. about values and attitudes relating to finance, including debt • L17. to manage emotions in relation to money • L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions
<p>What are the different kinds of financial transactions?</p>	<ul style="list-style-type: none"> • Identify the correct order in which to make the most common transactions and demonstrate two successful transactions. • Describe what we must look out for and be wary of during common transactions. • Explain why we need to be particularly careful at certain points during the transactions. 	<ul style="list-style-type: none"> • L15. to assess and manage risk in relation to financial decisions that young people might make • L16. about values and attitudes relating to finance, including debt • L17. to manage emotions in relation to money • L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions • L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

<p>Spring 1</p>	<p>Knowledge</p>	<p>Skills</p>
<p>Maintaining genuine friendships and avoiding toxic ones</p>	<ul style="list-style-type: none"> • Correctly identify ways we can develop genuine friendships. • More challenging: Describe how it can be difficult to always be a good friend. • Mega challenge: Explain the difference between genuine friendships and toxic friendships 	<ul style="list-style-type: none"> • R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them • R2. indicators of positive, healthy relationships and unhealthy relationships, including online • R9. to clarify and develop personal values in friendships, love and sexual relationships

		<ul style="list-style-type: none"> • R10. the importance of trust in relationships and the behaviours that can undermine or build trust • R13. how to safely and responsibly form, maintain and manage positive relationships, including online • R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) • R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships • R42. to recognise peer influence and to develop strategies for managing it, including online • R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this
<p>Families and different long-term commitments (marriage / civil partnerships) what are the different types and does it matter what kind of family I have?</p>	<ul style="list-style-type: none"> • Identify the different types of family and the roles of family members. • Describe the changes in family roles since the 1950s • Explain why roles have changed and why we need to learn about different types of families. 	<ul style="list-style-type: none"> • H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) • R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them • R2. indicators of positive, healthy relationships and unhealthy relationships, including online • R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation • R10. the importance of trust in relationships and the behaviours • R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) that can undermine or build trust • R35. the roles and responsibilities of parents, carers and children in families • R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
<p>Romance, love, new feelings and teen relationships</p>	<ul style="list-style-type: none"> • Identify what can be expected as someone becomes romantically attracted or 	<ul style="list-style-type: none"> • R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them

involved with someone else and the problems which may arise.

- Describe what the case studies should do in the difficult romantic situations as well as what is and isn't appropriate.
- Explain the meanings of new terms and use them in the correct context, analysing whether romantic love even exists at all.

- R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships
- R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex
- R13. how to safely and responsibly form, maintain and manage positive relationships, including online
- R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
- R18. to manage the strong feelings that relationships can cause (including sexual attraction)
- R28. to gauge readiness for sexual intimacy
- R42. to recognise peer influence and to develop strategies for managing it, including online
- R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

Spring 2

Knowledge

Skills

Bullying or banter – what is and what isn't acceptable?

- Identify whether the situations are 'banter' or bullying.
- Describe the consequences of 'banter' and how we can tell when banter turns to bullying.
- Explain the difference between banter and bullying and why you believe each situation falls into that particular category.

- R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
- R2. indicators of positive, healthy relationships and unhealthy relationships, including online
- R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
- R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships

How can we prevent online bullying?

- Identify the different types of cyber bullying.
- Describe what cyber bullying is and why people do it.
- Analyse why the 4 Step Method to stop cyber bullying is effective

- R9. to clarify and develop personal values in friendships, love and sexual relationships
- R10. the importance of trust in relationships and the behaviours that can undermine or build trust
- R13. how to safely and responsibly form, maintain and manage positive relationships, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

- R2. indicators of positive, healthy relationships and unhealthy relationships, including online
- R9. to clarify and develop personal values in friendships, love and sexual relationships
- R10. the importance of trust in relationships and the behaviours that can undermine or build trust
- R13. how to safely and responsibly form, maintain and manage positive relationships, including online
- R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
- R16. to further develop the skills of active listening, clear communication, negotiation and compromise
- R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help
- R18. to manage the strong feelings that relationships can cause (including sexual attraction)
- R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them
- R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
- R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the

		<p>unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p>
<p>How can we keep safe and positive relationships?</p>	<ul style="list-style-type: none"> • Describe some ways of avoiding dangerous relationships and maintaining positive ones. • Explain ways dangerous people seek out the vulnerable and how not to fall for their traps. • Analyse how the internet could be made safer and how particular relationships could turn into negative situations if left unchecked. 	<ul style="list-style-type: none"> • R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them • R2. indicators of positive, healthy relationships and unhealthy relationships, including online • R9. to clarify and develop personal values in friendships, love and sexual relationships • R10. the importance of trust in relationships and the behaviours that can undermine or build trust • R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships • R13. how to safely and responsibly form, maintain and manage positive relationships, including online • R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) • R15. to further develop and rehearse the skills of team working • R16. to further develop the skills of active listening, clear communication, negotiation and compromise • R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help • R18. to manage the strong feelings that relationships can cause (including sexual attraction) • R19. to develop conflict management skills and strategies to reconcile after disagreements
<p>What does it mean to be a British Citizen? Researching and presenting our multiple personal identities</p>	<ul style="list-style-type: none"> • Discover and describe our personal identities, identifying our heritage and describing the contributions of our cultures in helping to form Britain today. • Explore and explain our multiple personal identities, explaining our heritage and the contributions of our cultures in helping to form Britain today 	<ul style="list-style-type: none"> • R2. indicators of positive, healthy relationships and unhealthy relationships, including online • R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation • R9. to clarify and develop personal values in friendships, love and sexual relationships • R15. to further develop and rehearse the skills of team working • R19

		<ul style="list-style-type: none"> • R41. the need to promote inclusion and challenge discrimination, and how to do • so safely, including online • L23. to recognise the importance of seeking a variety of perspectives on issues • and ways of assessing the evidence which supports those views
<p>What is online radicalisation and why is it a problem?</p>	<ul style="list-style-type: none"> • Identify the different types of radical groups. • Describe how a group may try and radicalise someone. • Explain why online radicalisation is a problem. 	<ul style="list-style-type: none"> • H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and • mental health • H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing • H30. how to identify risk and manage personal safety in increasingly independent • situations, including online

Summer 1	Knowledge	Skills
<p>What do we mean by a 'healthy lifestyle'?</p>	<ul style="list-style-type: none"> • Identify the meaning of the term 'healthy lifestyle' and the main factors that contribute towards living a healthy life. • Describe how we can live our lives healthily by ensuring we consider all of these factors regularly. Begin to plan for a healthier lifestyle. • Explain why we need to live healthily, how important each of the healthy living factors are and how we will achieve healthy outcomes. 	<ul style="list-style-type: none"> • H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) • H14. the benefits of physical activity and exercise for physical and mental health • and wellbeing • H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

<p>How can I keep a balanced diet? Healthy meals, food groups and nutrition.</p>	<ul style="list-style-type: none"> • Identify foods from the different groups, their benefits and their ideal proportions in your diet. • Describe the benefits of each of the food groups and apply this knowledge to create a healthy menu. • Mega challenge: Explain why we must be careful not to eat the food groups out of proportion and the consequences of too much fat and sugar. 	<ul style="list-style-type: none"> • H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) • H14. the benefits of physical activity and exercise for physical and mental health • and wellbeing • H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices • L3. to set realistic yet ambitious targets and goals
<p>How do I know if I'm eating healthily? Reading our food labels and recognising dangers</p>	<ul style="list-style-type: none"> • Identify unhealthy food products from reading the labels and the recommended nutritional guidance for males, females and children. • Describe visually how food products can be made more healthy through designing your own nutritional breakfast bar. • Create an appropriate nutritional guidance label for a healthy cereal bar of your own design. 	<ul style="list-style-type: none"> • H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices • H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices
<p>What are the consequences of not living healthily?</p>	<ul style="list-style-type: none"> • Identify the consequences of living an unhealthy lifestyle. Identify appropriate ways we can improve our lifestyle and the long term gains. • Describe what we must change in order to have a long and healthy life and the consequences if we don't. • Explain how common 'lifestyle diseases' develop and how making healthy changes can stop us developing these problems later on in life. 	<ul style="list-style-type: none"> • H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities • H14. the benefits of physical activity and exercise for physical and mental health and wellbeing • H15. the importance of sleep and strategies to maintain good quality sleep • H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices • H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices
<p>What's the big deal about energy drinks?</p>	<ul style="list-style-type: none"> • Correctly identify the different ways energy drinks affect the body and the health issues they can cause. • Describe how energy drinks can affect your behaviour as well as how you feel and your long term health. 	<ul style="list-style-type: none"> • H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities • H14. the benefits of physical activity and exercise for physical and mental health and wellbeing

	<ul style="list-style-type: none"> • Explain how consuming excess sugar and caffeine affects dopamine levels and can impact on your attainment. 	<ul style="list-style-type: none"> • H15. the importance of sleep and strategies to maintain good quality sleep • H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices • H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices
<p>How can I commit to a healthy life?</p> <p>Living a healthy, active life and exercising.</p>	<ul style="list-style-type: none"> • Identify correctly different exercises that can help us maintain a healthy weight, improve our fitness and help our hearts stay healthy. • Describe how we can keep healthy through different types of regular exercise, giving examples of these. • Explain how exercise helps us maintain healthy bodies using scientific terms. 	<ul style="list-style-type: none"> • H16. to recognise and manage what influences their choices about physical activity • H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices • H18. what might influence decisions about eating a balanced diet and strategies
<p>Why is smoking so bad for us and why must we try to avoid second hand smoke?</p>	<ul style="list-style-type: none"> • Describe some negative health effects of both smoking and second-hand smoke. • Explain how smoking and second-hand smoke can damage the body in a variety of ways. • Analyse why people continue to smoke despite having knowledge of the risks. 	<ul style="list-style-type: none"> • H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers • H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use • H27. the personal and social risks and consequences of substance use and misuse including occasional use • H28. the law relating to the supply, use and misuse of legal and illegal substances • H29. about the concepts of dependence and addiction including awareness of help to overcome addictions • R42. to recognise peer influence and to develop strategies for managing it, including online • R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support • R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

How dangerous are drugs and what are the different types?

- Describe some negative effects of both legal and illegal drugs.
- Explain how both legal and illegal drugs damage the body.
- Analyse why people continue to use drugs in Britain, despite having knowledge of the risks.

- H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers
- H26. information about alcohol, nicotine and other legal and illegal substances,
- including the short-term and long-term health risks associated with their use
- H27. the personal and social risks and consequences of substance use and misuse including occasional use
- H28. the law relating to the supply, use and misuse of legal and illegal substances
- H29. about the concepts of dependence and addiction including awareness of help to overcome addictions
- Core Theme 2: Relationships
- R42. to recognise peer influence and to develop strategies for managing it, including online
- R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
- R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

Summer 2

Knowledge

Skills

How can we keep good mental health and recognise symptoms of depression?

- Correctly identify mental health illnesses and their symptoms
- Describe possible ways for us to retain good mental health and how we can recognise depression
- Explain how you could apply ideas you have learned about retaining good mental health to your own life

- H4. simple strategies to help build resilience to negative opinions, judgements and comments
- H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing
- H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
- R13. how to safely and responsibly form, maintain and manage positive

		<p>relationships, including onlineKS3 R15</p> <ul style="list-style-type: none"> • R42. to recognise peer influence and to develop strategies for managing it, including online • R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
How can I control my anger?	<ul style="list-style-type: none"> • Identify ways we can manage our anger in a variety of different circumstances. • Explain the best ways to manage our anger depending on different situations and causes. 	<ul style="list-style-type: none"> • Distinguish between statements of fact and opinion • Predict what might happen from details stated and implied • Identify themes and conventions • Discuss words and phrases that capture readers' interest and imagination •
Puberty – what can I expect, what's normal and why does it happen?	<ul style="list-style-type: none"> • Identify the changes both males and females experience during puberty. • Describe the importance of these changes and why they happen. • Explain the meaning of new key scientific terms related to puberty. 	<ul style="list-style-type: none"> • H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support KS3 • H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
Periods, the menstrual cycle and PMS – what do I need to know?	<ul style="list-style-type: none"> • Correctly identify the different ways periods and the menstrual cycle affect us, what exactly happens and how we can manage our periods. • Describe the different hygiene products, how the menstrual cycle impacts on our emotional health and how we can best manage our periods. 	<ul style="list-style-type: none"> • H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
FGM – what is it, why is it so serious and what can we all do to help?	<ul style="list-style-type: none"> • Identify what to look out for when a victim may have, or may be soon to experience FGM. • Describe how girls are encouraged into the process and reasons why it's often unreported. 	<ul style="list-style-type: none"> • H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety • R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientationKS3 R10

- Explain why girls feel so much pressure, analyse the link between FGM and patriarchal societies and the main factors for why there are so few prosecutions for FGM

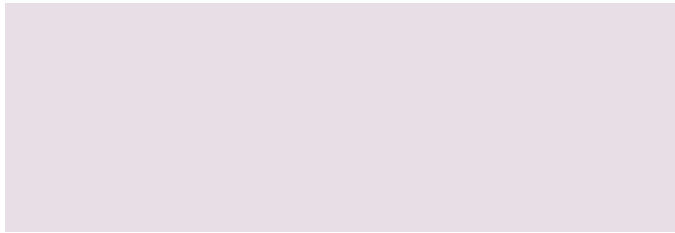
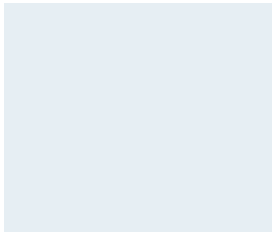
- R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
- L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations

Year 8 Curriculum

Autumn 1	Knowledge	Skills
<p>CONSENT</p>	<ul style="list-style-type: none"> • Correctly identify cases where consent has or has not been given. • Describe the 'cup of tea' analogy and how it can be used to explain consent accurately. • Explain whether consent has been given in particular situations and how you know this. 	<ul style="list-style-type: none"> • R2. indicators of positive, healthy relationships and unhealthy relationships, including online • R9. to clarify and develop personal values in friendships, love and sexual relationships • R10. the importance of trust in relationships and the behaviours that can undermine or build trust • R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances • R25. about the law relating to sexual consent • R26. how to seek, give, not give and withdraw consent (in all contexts, including online) • R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected • R31. that intimate relationships should be pleasurable
<p>CONTRACEPTION</p>	<ul style="list-style-type: none"> • Describe some ways we can protect ourselves against unsafe sex. • Explain the pros and cons of different forms of contraceptives and where the best place would be for a teenager to get advice and contraception. • Analyse where the incorrect myths about sex might come from and 	<ul style="list-style-type: none"> • H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) • H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

	<p>evaluate which type of contraception is best depending on a person's circumstances.</p>	<ul style="list-style-type: none"> • R31. that intimate relationships should be pleasurable • R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') • R33. the risks related to unprotected sex • R34. the consequences of unintended pregnancy, sources of support and the options available
<p>THE DANGERS OF PORNOGRAPHY</p>	<ul style="list-style-type: none"> • Correctly identify ways pornography can be harmful, both to viewers and people in the industry. • Describe some of the structural changes in the brain which can happen from continuous viewing of pornography and the devastating way it can impact on lives. • Explain how desensitisation can ruin healthy sex lives and the long term impact a growing porn industry has on our society 	<ul style="list-style-type: none"> • R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them • R2. indicators of positive, healthy relationships and unhealthy relationships, including online • R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex • R31. that intimate relationships should be pleasurable
<p>SEXTING AND IMAGE SHARE DANGER</p>	<ul style="list-style-type: none"> • Identify the dangers of sexting and whether sexting case studies are committing criminal offenses or not. • Describe the consequences of sexting and the legal consequences for breaking the law. • Explain both long- and short-term consequences of sexting and analyse why the age of consent for sex differs from consent to sexting. 	<ul style="list-style-type: none"> • R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them • R2. indicators of positive, healthy relationships and unhealthy relationships, including online • R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex • R31. that intimate relationships should be pleasurable
<p>STIs</p>	<ul style="list-style-type: none"> • Identify the most common STIs and the best ways of preventing them. • Describe the symptoms of the most common STIs and how we can protect ourselves from ever getting these diseases. 	<ul style="list-style-type: none"> • H30. how to identify risk and manage personal safety in increasingly independent situations, including online • H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety • H35. about the purpose, importance and different forms of contraception; how

	<ul style="list-style-type: none"> • Explain why using protection is so important and which method of protection best prevents each of the most common STIs. 	<p>and where to access contraception and advice (see also Relationships)</p> <ul style="list-style-type: none"> • H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)
<p>MALE BODY IMAGE</p>	<ul style="list-style-type: none"> • Correctly identify the different concerns that males have about their body image. • Describe the reasons why males face these concerns what the statistics are telling us through creation of infographics. • Explain the differences between male and female concerns and whether eating disorders are a significant issue for males as well as females 	<ul style="list-style-type: none"> • H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health • H4. simple strategies to help build resilience to negative opinions, judgements and comments • H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing • H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible • R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships
<p>DOMESTIC CONFLICT</p>	<ul style="list-style-type: none"> • Correctly identify the dangers and risks of leaving home and living on the streets. Identify places we can get help with domestic conflict. • Describe solutions (or starting points to help) for a variety of domestic conflict case studies. • Explain why running away from home with nowhere to go is a bad idea, explaining the possible long and short-term consequences 	<ul style="list-style-type: none"> • H8. the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns • H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks • H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support • H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need



- H30. how to identify risk and manage personal safety in increasingly independent situations, including online
- H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
- R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them

Autumn 2

Knowledge

Skills

**BRITISH VALUES:
TOLERANCE**

- Describe the meaning of xenophobia, extreme nationalism and racism.
- Explain why these three things are so dangerous to a peaceful society.
- Analyse where xenophobia, extreme nationalism and racism originate from and why they are still causing problems in Britain to this day.

- H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
- R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
- R2. indicators of positive, healthy relationships and unhealthy relationships, including online
- R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
- R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online
- R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
- R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
- R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
- R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
- R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online



WHO ARE THE RADICAL GROUPS

- Identify the different religious and right-wing extremist groups.
- Describe what these groups want and their beliefs.
- Explain why it's important to think critically and be aware of radicalisation

- R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
- R2. indicators of positive, healthy relationships and unhealthy relationships, including online
- R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientationKS3 R13
- R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online
- R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs including online

WHERE DOES EXTREMISM COME FROM

- Put leadership qualities in order of importance
- Judge the qualities of different religious leaders against criteria and explain your judgements

- R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
- R2. indicators of positive, healthy relationships and unhealthy relationships, including online
- R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientationKS3 R13
- R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online
- R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
- R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
- R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
- R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
- R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

HOW DO LEADERS ATTRACT CONVERTS

- Describe how religious ideas are spread today.
- Explain why some religious leaders are so successful in gaining new converts and followers.

- H30. how to identify risk and manage personal safety in increasingly independent situations, including online
- H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
- R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access

	<ul style="list-style-type: none"> • Predict the outcome of two potentially life changing situations 	<p>support for themselves or others</p> <ul style="list-style-type: none"> • R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied • R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours • R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support • L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them • L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours • L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms
<p>EXTREMISM: SHARIA LAW in the UK?</p>	<ul style="list-style-type: none"> • Describe what capital punishment and Sharia Law is and your own views about them. • Explain at least one Islamic view on capital punishment and whether you agree. • Explain how you know this is an Islamic view using quotes from holy texts. 	<ul style="list-style-type: none"> • R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships • R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice • R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online • L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours
<p>PREVENTING RADICALISATION + EXTREMISM</p>	<ul style="list-style-type: none"> • Identify the most common methods used to radicalise people and what extreme ideas sound like. • Describe what radicalisation of an individual might look like. • Explain why certain people are vulnerable to radicalisation and what you should do if you suspect it's happening to someone you know. 	<ul style="list-style-type: none"> • R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships • R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice • R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online • L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours
<p>PREJUDICE AND DISCRIMINATION: RELIGION</p>	<ul style="list-style-type: none"> • Identify whether situations show religious prejudice or not. • Describe your own opinions about freedom of speech and religious prejudice. • Explain whether situations show religious prejudice, religious discrimination or religious 	<ul style="list-style-type: none"> • R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships • R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice • R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online • L26. that on any issue there will be a range of viewpoints; to recognise the

ignorance. Analyse why such incidents still happen today

potential influence of extreme views on people's attitudes and behaviours

Spring 1	Knowledge	Skills
Finance: Income and Expenditure	<ul style="list-style-type: none">• Correctly identify situations where a person is likely to be refused or accepted for credit.• Describe possible ways for us to avoid getting into debt and to ensure we keep our finances in credit and the dangers of high interest debits.• Explain why certain people are refused credit, how debits aren't necessarily bad and the definition of interest free credit.	<ul style="list-style-type: none">• L15. to assess and manage risk in relation to financial decisions that young people might make• L16. about values and attitudes relating to finance, including debt• L17. to manage emotions in relation to money
How tax is spent – public money funding the UK	<ul style="list-style-type: none">• Correctly identify public and private sector institutions and how they are funded.• Describe how public money is divided into funding for essential services and how decisions are made about the allocation of funding.• Explain how budgets are managed to make provision for welfare, health, the elderly and education	<ul style="list-style-type: none">• L15. to assess and manage risk in relation to financial decisions that young people might make• L16. about values and attitudes relating to finance, including debt• L17. to manage emotions in relation to money• L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions
Finance: Budgeting and Saving	<ul style="list-style-type: none">• Correctly identify situations where a person spending over their budget and where they could be saving.• Describe ways we can sensibly manage our personal and household budgets and how we can save money.	<ul style="list-style-type: none">• L15. to assess and manage risk in relation to financial decisions that young people might make• L16. about values and attitudes relating to finance, including debt• L17. to manage emotions in relation to money• L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions

	<ul style="list-style-type: none"> • Explain the meaning of complex financial terms and create budgets to challenge your partner to save and borrow responsibly 	
Careers Skills: Entrepreneurs	<ul style="list-style-type: none"> • Identify what makes a person an entrepreneur. Pick out the times the business people from our case studies have used enterprising skills. • Describe the different ways the business people in our case studies have become entrepreneurs. Describe what made them so successful and any particular qualities they share. • Explain any obstacles that the business people in our case studies overcame to become successful entrepreneurs 	<ul style="list-style-type: none"> • L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life • L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations • L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work • L12. about different work roles and career pathways, including clarifying their own early aspirations • L14. to manage emotions in relation to future employment
Careers Skills: Teamwork	<ul style="list-style-type: none"> • Identify the challenges we face but also the benefits we reap by working as part of a team. Complete a task as a team successfully. • Describe how teamwork is a valuable life skill, especially when it comes to future employment. Effectively work as a team. • Analyse why some find it hard to work as a team, focusing on consideration of others and diplomacy. Make an excellent contribution to your team by using new teamwork skills. 	<ul style="list-style-type: none"> • L4. the skills and attributes that employers' value • L5. the skills and qualities required to engage in enterprise • L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations • L13. about young people's employment rights and responsibilities • L14. to manage emotions in relation to future employment • L15. to assess and manage risk in relation to financial decisions that young people might make • L16. about values and attitudes relating to finance, including debt
Careers: Communication Skills	<ul style="list-style-type: none"> • Describe visually new communication skills and demonstrate these skills through communicating with a partner in front of the class. 	<ul style="list-style-type: none"> • L1. study, organisational, research and presentation skills • L2. to review their strengths, interests, skills, qualities and values and how to develop them • L4. the skills and attributes that employers value

- Explain the importance of particular communication skills and demonstrate new skills through communicating with a partner in front of the class.
- Analyse the short and long term benefits of mastering communication skills and demonstrate new devices through communicating with a partner in front of the class

Spring 2	Knowledge	Skills
Self Confidence and Goals	<ul style="list-style-type: none"> • Identify different confidence boosters and situations where they can be used. • Describe how using these boosters can aid our achievement and how we can apply them to our own lives. • Explain why we have chosen particular boosters to suit particular case studies and the role science plays in our confidence levels 	<ul style="list-style-type: none"> • L1. study, organisational, research and presentation skills • L2. to review their strengths, interests, skills, qualities and values and how to develop them • L4. the skills and attributes that employers value • L3. to set realistic yet ambitious targets and goals
Managing my behaviour to achieve	<ul style="list-style-type: none"> • Identify self-management skills and behaviours we can develop and categorise them correctly. • Describe how different people can develop their skills and behaviours and begin the plan to develop your own by studying a successful case study. 	<ul style="list-style-type: none"> • L1. study, organisational, research and presentation skills • L2. to review their strengths, interests, skills, qualities and values and how to develop them • L3. to set realistic yet ambitious targets and goals • L4. the skills and attributes that employers value • L5. the skills and qualities required to engage in enterprise

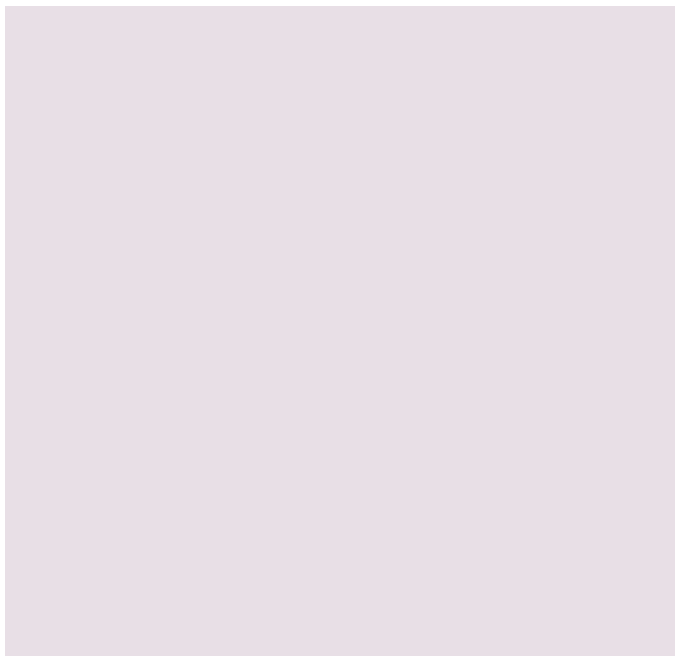
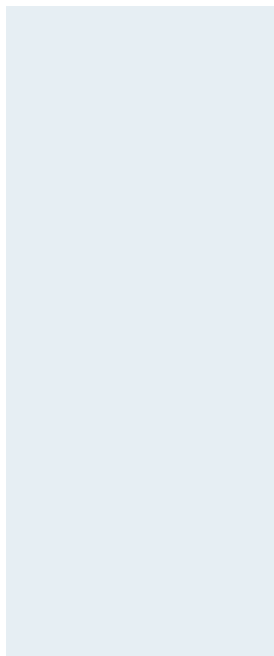
	<ul style="list-style-type: none"> • Apply your ideas to your future profile page, detailing the steps you took to become a successful self-manager 	
Emotional Literacy: Self Awareness	<ul style="list-style-type: none"> • Describe in detail how we can improve our self-awareness and sensitivity and how this can help us improve relationships. • Explain in detail how we can sensitively handle strong emotions and which tips are most useful for particular people. 	<ul style="list-style-type: none"> • L1. study, organisational, research and presentation skills • L2. to review their strengths, interests, skills, qualities and values and how to develop them • L3. to set realistic yet ambitious targets and goals • L4. the skills and attributes that employers value • L5. the skills and qualities required to engage in enterprise
Mindfulness	<ul style="list-style-type: none"> • Correctly identify ways we can practice mindfulness and ways mindfulness can help our mental health. • Describe in detail ways for us to deal positively with anxiety and stress through practicing mindfulness. • Explain the benefits of 'doing nothing', living in the now and doing one thing at a time. 	<ul style="list-style-type: none"> • H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks • H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support • H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need • H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities • H14. the benefits of physical activity and exercise for physical and mental health and wellbeing
Personal Development and Target Setting	<ul style="list-style-type: none"> • Identify different skills and behaviours we can develop and categorise them correctly. Set a SMART target. • Describe how different people can develop their skills and behaviours and 	<ul style="list-style-type: none"> • H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing • H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)

	<p>begin the plan to develop your own through use of a SMART target.</p>	<ul style="list-style-type: none"> • H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health • H4. simple strategies to help build resilience to negative opinions, judgements and comments
<p>Summer 1</p>	<p>Knowledge</p>	<p>Skills</p>
<p>Vaping, Nicotine and Addiction</p>	<ul style="list-style-type: none"> • Identify and categorise the different health problems caused by smoking tobacco and cannabis and describe problems caused by nicotine. • Describe the different health problems caused by smoking tobacco and cannabis and the link between addiction, nicotine and dopamine. • Explain why the NHS have endorsed vaping as a stop smoking aid and whether or not this makes vaping a safe long-term activity using new terminology 	<ul style="list-style-type: none"> • H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics • H24. to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use • H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities • H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle • H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers • H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use

		<ul style="list-style-type: none"> • H27. the personal and social risks and consequences of substance use and misuse including occasional use • H28. the law relating to the supply, use and misuse of legal and illegal substances • H29. about the concepts of dependence and addiction including awareness of help to overcome addictions
Cancer Awareness	<ul style="list-style-type: none"> • Describe how the lifestyle choices we make can put us more at risk of certain cancers and preventative changes we can make. • Explain how cancer develops in the body, how it's treated and why it can be hard to treat. Explain the best ways we can amend our lifestyles to help lower our risks of certain cancers. • Explain how genetic factors can affect our levels of risk and how changes to DNA contribute to the development of cancer. 	<ul style="list-style-type: none"> • H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices • H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices • H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3) • H21. how to access health services when appropriate • H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics • H27. the personal and social risks and consequences of substance use and misuse including occasional use
Personal Safety and First Aid	<ul style="list-style-type: none"> • Correctly identify ways we improve our levels of personal safety and what to do in different types of medical emergency. • Describe in detail ways we can help in medical emergencies and different methods of improving personal safety. • Demonstrate accurately new first aid skills as well as analysing the best way of minimising risk to ourselves in dangerous situations. 	<ul style="list-style-type: none"> • H30. how to identify risk and manage personal safety in increasingly independent situations, including online • H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety • H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling • H33. how to get help in an emergency and perform basic first aid, including

<p>Teenage Pregnancy</p>	<ul style="list-style-type: none"> • Identify the challenges teen parents face as well as any positives about becoming a parent at a young age. • Describe options available to young people who find themselves in this situation, where help can be found and what help is available. • Analyse why it is harder to be financially stable when you are a young parent and explain the statistics behind teen pregnancy in the UK 	<p>cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <ul style="list-style-type: none"> • H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) • R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') • R33. the risks related to unprotected sex • R34. the consequences of unintended pregnancy, sources of support and the options available • R35. the roles and responsibilities of parents, carers and children in families • R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
<p>Summer 2</p>	<p>Knowledge</p>	<p>Skills</p>
<p>Stereotypes and Prejudice: Disability</p>	<ul style="list-style-type: none"> • To explain how what the Equality Act of 2010 is, how the media can influence public views about disabled people and why disabled people feel they are stereotyped. • To describe how the Equality Act helps disabled people and present a balanced argument about how the media influences public opinion • To be able to assess the impact of the Equality Act and how media portrayal affects disabled people. 	<ul style="list-style-type: none"> • R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied • R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships • R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice • R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online an informative Presentation
<p>Homophobia – LGBT discrimination around the world</p>	<ul style="list-style-type: none"> • Correctly identify countries where far more needs to be done to improve LGBT rights. 	<ul style="list-style-type: none"> • R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them

	<ul style="list-style-type: none"> • Describe what is currently being done by activists and organisations and the progress they've made. • Explain the everyday issues the LGBT global community face and how they overcome them 	<ul style="list-style-type: none"> • R2. indicators of positive, healthy relationships and unhealthy relationships, including online • R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation • R4. the difference between biological sex, gender identity and sexual orientation • R5. to recognise that sexual attraction and sexuality are diverse
Discrimination and Stereotypes: Teenagers	<ul style="list-style-type: none"> • Describe how young people have been portrayed in the media, including when portrayal has been positive • Explain why people may have negative ideas about young people • Begin to analyse the effect that this is having on young people themselves 	<ul style="list-style-type: none"> • R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships • R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice • R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
How can we avoid online groomers?	<ul style="list-style-type: none"> • Correctly identify the different ways an online groomer will try to exploit someone. • Describe what the warning signs are and how an online groomer might act to persuade you he/she is someone else. • Explain why online groomers may use these particular methods and what the consequences for the vulnerable person could be. 	<ul style="list-style-type: none"> • H30. how to identify risk and manage personal safety in increasingly independent situations, including online • H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety • R13. how to safely and responsibly form, maintain and manage positive relationships, including online • R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) • R15. to further develop and rehearse the skills of team working • R16. to further develop the skills of active listening, clear communication, negotiation and compromise



Environmental Issues

- Identify the main environmental issues the world faces, what causes them and what you can do to help prevent further damage.
- Describe in detail the main environmental issues the world is facing, why some people are ignoring this and the different solutions that have been proposed.
- Explain the statistics behind environmental damage, analyse whether you are doing enough to help and if we all have a duty as global citizens to do more.

- R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help
- R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
- L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity
- L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media
- L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions
- L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views



Year 9 Curriculum

Autumn 1	Knowledge	Skills
Eating Disorders	<ul style="list-style-type: none">• Correctly identify different eating disorders and their symptoms• Describe possible ways for us to retain good mental and physical health to help prevent eating disorders developing	<ul style="list-style-type: none">• H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]

	<ul style="list-style-type: none"> • Explain how keeping good mental health could help prevent eating disorders and how eating disorders can be treated 	<ul style="list-style-type: none"> • H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need • H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices • H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices
<p>Body Image</p>	<ul style="list-style-type: none"> • Correctly identify body image issues which affect males and females and explain why we shouldn't worry about how bodies are presented in the media • Explain how media images are often unattainable and whether or not the situation is getting better or worse. • Explain using precise source examples how media images are often unattainable, whether or not the situation is getting better or worse and evaluate whether there is more pressure on males or females. 	<ul style="list-style-type: none"> • H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health • H4. simple strategies to help build resilience to negative opinions, judgements and comments • H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing
<p>Child Sexual Exploitation</p>	<ul style="list-style-type: none"> • Correctly identify the warning signs of CSE and what we can do if we suspect a case of CSE • Describe three most important red flags for both online and offline safety which suggest cases of CSE. • Explain the manipulation techniques used by abusers and why we should leave investigation to the authorities. 	<ul style="list-style-type: none"> • R37. the characteristics of abusive behaviours, such as grooming, sexual • harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access • support for themselves or others
<p>Abusive Relationships</p>	<ul style="list-style-type: none"> • Identify 'red flags' that someone may be in an abusive relationship. • Describe how a person in an abusive 	<ul style="list-style-type: none"> • R37. the characteristics of abusive behaviours, such as grooming, sexual

	<p>relationship could receive help and the services they can access</p> <ul style="list-style-type: none"> • Explain why a person may stay in an abusive relationship, even when it is making them feel bad and they know it is abusive. 	<p>harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p>
Peer Pressure	<ul style="list-style-type: none"> • Identify strategies to resist peer pressure and reasons this can be so difficult. • Describe the best ways particular case studies can resist peer pressure and the meaning of herd mentality. • Explain the difference herd mentality, herd behaviour and peer pressure and analyse which strategies will work best in which case 	<ul style="list-style-type: none"> • R42. to recognise peer influence and to develop strategies for managing it, including online • R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
British Community, Religion and Culture	<ul style="list-style-type: none"> • Describe the successes of a contemporary celebrity who is both loyal to their religion and loyal to British values. • Explain how being loyal to both your religion and British values is achieved. • Analyse what issues different people may have to overcome to remain loyal to their religion and British values and explain how they manage to do this. 	<ul style="list-style-type: none"> • R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships • R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
British Values: Identity	<ul style="list-style-type: none"> • Discover and describe our personal identities, identifying our heritage and describing the contributions of our cultures in helping to form Britain today. • Explore and explain our multiple personal identities, explaining our 	<ul style="list-style-type: none"> • R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships • R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

	<p>heritage and the contributions of our cultures in helping to form Britain today.</p> <ul style="list-style-type: none"> • Research and analyse our multiple personal identities, explaining our heritage and the evaluating the impact of our cultures in helping to form Britain today. 	
<p>The LGBTQAI+ Community</p>	<ul style="list-style-type: none"> • Correctly identify the different LGBTQAI identities and what the community want us know about these. • Describe the difference between these identities and use the new terms articulately and in the correct context. • Explain the problems of gender stereotyping and why you can't always tell people's genders just by looking at them. 	<ul style="list-style-type: none"> • R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice • R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

<p>Autumn 2</p>	<p>Knowledge</p>	<p>Skills</p>
<p>Who are UNICEF and how do they help around the world?</p>	<ul style="list-style-type: none"> • Explain in which circumstances UNICEF provide aid to children and why. • Analyse what would happen in particular case studies if UNICEF's aid did not reach the intended children. 	<ul style="list-style-type: none"> • R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

	<ul style="list-style-type: none"> • Evaluate how much the political climate has played a role in causing each disaster. 	
<p>Human rights: trafficking</p>	<ul style="list-style-type: none"> • Describe how modern slavery and human trafficking happen and the risks they pose to the victims. • Explain why modern slavery and human trafficking happen, how victims are trafficked, working conditions and the risk of abuse. • Explain why the most vulnerable groups are at most risk, why it is difficult to prevent trafficking and the UK and international law surrounding both trafficking and modern slavery. 	<ul style="list-style-type: none"> • R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
<p>How and why does the UK help people in other countries?</p>	<ul style="list-style-type: none"> • Describe the different types of aid and how the UK helps other countries in need. • Explain that there are different types of aid and how they can be used in different situations. • Analyse whether aid can be sustainable and whether the UK should be spending more or less money on foreign aid. 	<ul style="list-style-type: none"> • L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views • L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours
<p>What is sustainability and how can we personally live in a more sustainable way?</p>	<ul style="list-style-type: none"> • Describe the current situation that faces humanity concerning meat farming and what we could do to bring about positive change • Explain why the current situation is unsustainable and why we must start caring for our environment and resources more responsibly • Personally, analyse the way you could help ensure resources and 	<ul style="list-style-type: none"> • R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

	the environment are used responsibly, on a local and global level.	
How does the law deal with young offenders?	<ul style="list-style-type: none"> Describe some ways in which young offenders are treated differently to adults and what punishments there are for young offenders. Be able to explain the difference between the way young offenders and adults are treated and what happens when young people commit crimes. Be able to apply knowledge and create arguments explaining your 	<ul style="list-style-type: none"> R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon
Why do teens get involved with knife crime and what are the consequences?	<ul style="list-style-type: none"> Correctly identify the consequences of knife crime and why young people become involved. Describe the long term and short-term consequences of carrying knives and why knife crime is difficult to prevent. Explain how the methods used to stop knife crime sometimes don't help and why this is. 	<ul style="list-style-type: none"> R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

Spring 1	Knowledge	Skills
Taking control of my future	<ul style="list-style-type: none"> Complete your own Personal Development Plan using your ideas 	<ul style="list-style-type: none"> H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

	<p>sheet and your own ideas too – setting yourself dates to achieve your goals.</p> <ul style="list-style-type: none"> • More Create a Personal Development plan using the ideas sheet for inspiration but creating all of the targets yourself 	<ul style="list-style-type: none"> • L2. to review their strengths, interests, skills, qualities and values and how to develop them
Work skills, enterprise and the work environment	<ul style="list-style-type: none"> • Complete your own Personal Development Plan using your ideas sheet and your own ideas too – setting yourself dates to achieve your goals. • More Create a Personal Development plan using the ideas sheet for inspiration but creating all of the targets yourself 	<ul style="list-style-type: none"> • H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing • L2. to review their strengths, interests, skills, qualities and values and how to develop them
What exactly is enterprise and what are enterprising skills and qualities?	<ul style="list-style-type: none"> • Correctly identify enterprise skills in the workplace from examples. • Describe the different ways enterprise skills can be put to use in different work environments, giving visual or written examples. • Explain why particular skills are useful in certain work place environments and how you could develop your enterprise skills in future. 	<ul style="list-style-type: none"> • L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work • L12. about different work roles and career pathways, including clarifying their own early aspirations.
Enterprise and workplace skills and characteristics	<ul style="list-style-type: none"> • Correctly identify how the case studies use enterprising skills and qualities. • Describe which enterprising skills and qualities you share and how you have previously used those skills. • Explain how you plan to use enterprising skills and qualities in the future 	<ul style="list-style-type: none"> • L16. about values and attitudes relating to finance, including debt

Spring 2

Knowledge

Skills

How can we keep financially savvy and avoid debt?

- Correctly identify ways we can avoid debt and stay financially savvy through case studies.
- Explain how each teenager can avoid or at least minimise their debts and use the key terms in context.
- Analyse how poor financial circumstances can be avoided in the future by savvy financial planning in the present.

- L16. about values and attitudes relating to finance, including debt
- L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions
- L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams

How can I successfully manage my money?
Accounts, savings, loans and financial organisations

- Identify relevant financial organisations which can provide information of current accounts, savings and loans.
- Describe the purpose of different types of financial products and institutions through the creation of a visual display.
- Explain which accounts are appropriate for particular purposes and suitable for particular individuals.

- L16. about values and attitudes relating to finance, including debt
- L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions
- L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams

Consumers and the Law – what are my rights?

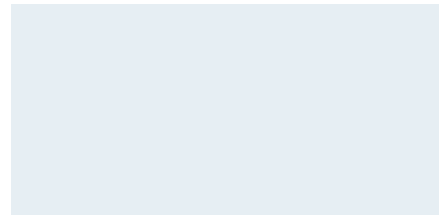
- Identify correctly the outcomes for consumers in situations where their rights have not been upheld.
- Describe why we have consumer rights and what these rights are in particular circumstances.
- Explain the responsibilities sellers have in upholding consumer rights

- L15. to assess and manage risk in relation to financial decisions that young people might make
- L16. about values and attitudes relating to finance, including debt
- L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions

Employability – Applying and preparing for the world of work

- Correctly identify what would improve or worsen a person's employability in the eyes of employers.
- Describe what applicants could do to improve their chances in gaining job interviews and securing employment.

- L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work
- L12. about different work roles and career pathways, including clarifying their own early aspirations



- Explain why some applicants would be picked over others by putting yourself in the position of the employer Explain the benefits of 'doing nothing', living in the now and doing one thing at a time.



CV Writing

- What is a CV What should you include
- Describe three things an employer would look for
- Explain two reasons why a CV may get overlooked or thrown away compared to a successful candidate

- L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work
- L12. about different work roles and career pathways, including clarifying their own early aspirations


Summer 1

Knowledge



Skills



Alcohol awareness	<ul style="list-style-type: none"> • Describe some negative effects of excessive alcohol drinking. • Explain how excessive alcohol drinking can damage the body. • Analyse why people continue to drink alcohol excessively, despite having knowledge of the risks. 	<ul style="list-style-type: none"> • H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers • H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use
Drugs and the Law	<ul style="list-style-type: none"> • Identify correctly the penalties and fines for Class A, B and C drugs in the UK. • Describe our opinions on current UK law after studying source evidence and government legislation. Describe the short and long term risks of illegal drug use. • Explain any issues faced by current UK legislation in relation to medical evidence as well as the legal and health risks posed by illegal drug use in the UK. 	<ul style="list-style-type: none"> • H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use • H27. the personal and social risks and consequences of substance use and misuse including occasional use • H28. the law relating to the supply, use and misuse of legal and illegal substances • H29. about the concepts of dependence and addiction including help to overcome addictions
Vaccinations, organ and blood donation stem cells and hygiene	<ul style="list-style-type: none"> • Identify the different responsible health choices we need to make. Describe the impact of these on others. • Describe what could happen to our health if we don't look after our personal hygiene and get vaccinated. Describe how donation helps our wider community. • Explain why having poor personal hygiene can have a major effect on our health. Explain why some people have objections to stem cell research and vaccinations. 	<ul style="list-style-type: none"> • H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.
Acid attacks	<ul style="list-style-type: none"> • Describe how to immediately treat an acid attack victim and explain why these attacks are on the increase. • Explain why it is difficult to criminalise the sale of acids and why acids are such dangerous substances 	<ul style="list-style-type: none"> • H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators



	<ul style="list-style-type: none">• Explain, using all today's new key terminology in the correct context, how an attack can steal the identity of the victim and ruin the life of the perpetrator too	
Self-Harm	<ul style="list-style-type: none">• Challenge: Correctly identify cases of self-harm, dermatillomania, anxiety and depression.•• Describe the characteristics of the above and how we can help support the different conditions.•• Explain the difference between self-harm and dermatillomania and how we should support sufferers of either condition.	<ul style="list-style-type: none">• H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible



Summer 2	Knowledge	Skills
Behaving to achieve – why do we have rules in the classroom?	<ul style="list-style-type: none"> • Identify poor decisions, what we want to achieve from our time at school and what we need to work on in order to do this. • Describe our classroom behaviour rules and what we will do to help establish these and invest in our future selves. • Analyse what the future may hold for us if we ignore the classroom rules and don't invest in our future selves 	<ul style="list-style-type: none"> • H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks • L2. to review their strengths, interests, skills, qualities and values and how to develop them • L3. to set realistic yet ambitious targets and goals
Human rights: access to education	<ul style="list-style-type: none"> • Identify some factors which stop people going to school • Describe how a number of reasons could have stopped people from going to school. • Explain in detail why people didn't go to school. 	<ul style="list-style-type: none"> • R35. the roles and responsibilities of parents, carers and children in families • R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
Interpersonal skills	<ul style="list-style-type: none"> • Identify different interpersonal skills we can develop and categorise them correctly. • Describe visually how different people can develop their interpersonal skills, and begin the plan to develop your own. • Explain why we sometimes need to change our mindsets and challenge our own assumptions about ourselves and our peers. 	<ul style="list-style-type: none"> • L1. study, organisational, research and presentation skills • L2. to review their strengths, interests, skills, qualities and values and how to develop them

Discrimination and the Equality Act 2010

- Correctly identify cases of workplace discrimination.
- Explain why we needed the Equality Act 2010 and still do today by describing problems which occurred prior to the law's creation.
- Create examples of your own to test your own and a partner's knowledge of the Equality Act 2010

- R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
- R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
- R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism
- and faith-based prejudice

Growth mindset

- Identify statements that describe either a Fixed or a Growth Mindset.
- Describe the attributes of a Fixed or Growth Mindset and how we can apply those of a Growth Mindset to our own lives.
- Explain why a Growth Mindset can help us succeed and develop our skills and personal qualities.

- L1. study, organisational, research and presentation skills
- L2. to review their strengths, interests, skills, qualities and values and how to develop them
- L3. to set realistic yet ambitious targets and goals

Coping with stress

- Correctly identify mental health illnesses and the symptoms of stress
- Describe possible ways for us to retain good mental health and how we can deal positively with stress
- Explain how you could apply ideas you have learned about dealing positively with stress to your own life

- H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
- H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health