

Charlton School Personal Development Curriculum Overview 2022-2023



Year 7						
	Autumn Term – Starting as we mean to go on		Spring term – Expressing myself effectively		Summer term – Making good decisions	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wellbeing theme	Finding the Balance		Supporting myself and Healthy lifestyles		Heathy Minds	
Year 7 PSHEE Rights responsibilities and British values Celebrating diversity and equality Relationships and sex Education Staying safe online and offline (CE) Health and wellbeing Life Beyond school	Rights responsibilities and British values Why is politics important? How is our country run? Creating a political party Elections and Campaigning Political debates and Parliament Exploring Inside Parliament Who is Prime Minister?	Celebrating diversity and equality Multicultural Britain What is your identity? Nature V's Nurture The Equality Act 2010 Breaking Down Stereotypes Prejudice and Discrimination Challenging Islamophobia	Relationships and sex education Consent and Boundaries Respect and Relationships What makes a good friend? Friendships and managing them. Being positive Pressure and Influence What does it mean to be a man in 2020?	Staying safe online and offline (CSE) Avoiding Gangs Staying Safe Online Online Gaming and Fortnite Drugs Education (Alcohol and Smoking) Drugs E-Cigs, Vaping and Sisha Drugs (Energy Drinks and caffeine)	Health and wellbeing Introduction to Puberty Puberty Girls Focus Puberty Boys Puberty (Personal Hygiene) Growing up and FGM Assertive Consent Self esteem	Life Beyond school Getting to know people. What is a community? Careers and your future Sleep and relaxation Financial Education Transition points and your life
Year 7 CE day (Summer School)	Lucy Faithfull HSB and CSE LOUDMOUTH Bully 4 U RSE – KS2 content catch up (Puberty) Kooth – Wellbeing Local Offer LGBTQ+ Prevent British Values Protected Characteristics Tootoot 4 schools virtual assembly		Anti-Bullying 'Stand Against Violence' Child on Child Abuse E-Safety Prevent British Values Protected Characteristics Metacognition Staying Safe Online Resilience 'Positively Mad' NHS Careers Sexual Harassment	Prevent (County Lines, Knife Crime and Extremism) Police. Safeguarding Update Protected characteristics, British Values. Just Like Us LGBTQ+ Better Health/Every Mind Matters PHE Bullying and Online Bullying (PAC) Climate Change - Plastic Free Communities and 'Sustainable' T&W 'Be Cool be Safe' Fire Service		
Year 7 Character Education Year group assemblies and reflection. <ul style="list-style-type: none"> Organisation Them and Us 	Organisation: Introducing organisation and Organised Leadership Organisation: Starting as we mean to go on	Introduction to 'my life' and 'my hobbies'. Feelings. 'What are harmful actions'	Resilience: What does resilience mean and coping with change. When am I resilient?	What do we mean by effective communication? Dealing with confrontation. communicating and learning. An introduction to Oracy	What is initiative? Do I enjoy putting myself forward? How do I react when something goes wrong?	What is leadership and why is it important? Choosing leaders. Who am I as a leader? And an introduction to mental health.

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<ul style="list-style-type: none"> Wellbeing Resilience PIXL Orate Communication Initiative E-Safety Leadership 	'them and Us': What are organised acts of Kindness? Them and Us: The benefits of being involved Pushing others to the limit for ourselves. Into Adulthood	A world without harm and 'the power of our words' Tools of Virtue	And 'them and us' what are acts of kindness? 'Them and Us' What is the difference between being nice and being kind? and what does kindness look like? How can kindness change the world?	Self-assessment. Listening and responding,	Introduction to e-safety and Digital footprint The importance of goals and achievement.	Mental health self-assessment. How being active impacts mental health?
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Year 8						
	Autumn Term – Celebrating our differences		Spring term – Thinking with a clear Head		Summer term – Committing to Growth	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wellbeing theme	Finding the Balance		Supporting myself and Healthy lifestyles		Heathy Minds	
Year 8 PSHEE Rights responsibilities and British values Celebrating diversity and equality Relationships and sex education Staying safe online and Health and wellbeing Life Beyond school	Rights responsibilities and British values Desert Island Living Desert Island (Building a community) Desert Island (Making decisions) Criminals, Law and Society Law making in the UK. Prisons reform and punishment	Celebrating diversity and equality LGBT What is it? Homophobia in School Supporting those that are LGBT Challenging homophobia Transphobia Coming Out Intro to Relationships and Sex Education	Relationships and sex education Healthy Relationships Dealing with conflict Sexual Orientation Gender Identity Introduction to Contraception What is Love Periods and Menstrual Cycle	Staying safe online and offline (CSE) County Lines County Lines (who is at risk) Substance Misuse Online Safety – Cyber Bullying Grooming Boys and Girls Drugs (Alcohol Safety) Child exploitation online	Health and wellbeing Health and Wellbeing What is Mental Health Positive Body Image Child Abuse Types of Bullying Healthy eating and Cholesterol Stress management	Life Beyond school Employability Skills Practice Proud to be me + Careers. Career Interests and Job ideas Self Esteem and the Media Labor Market Information Exploring Careers
Year 8 CE day	Lucy Faithfull HSB and CSE LOUDMOUTH Bully 4 U Secondary Kooth – Wellbeing Prevent British Values Protected Characteristics Tootoot Green Careers Veolia 4 schools virtual assembly LOUDMOUTH - Working For Marcus		Anti-Bullying 'Stand Against Violence' NHS Careers Sexual Harassment Child on Child Abuse E-Safety Prevent British Values Protected Characteristics Metacognition Staying Safe Online	Prevent (County Lines, Knife Crime and Extremism) Police. Safeguarding Update Protected characteristics, British Values. Just Like Us LGBTQ+ Better Health/Every Mind Matters PHE		

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				Bullying and Online Bullying (PAC) Climate Change - Plastic Free Communities and 'Sustainable' T&W Forensics – Careers (Police presentation)		
Year 8 Character Education Year group assemblies and reflection. <ul style="list-style-type: none"> • Organisation • Them and Us • Wellbeing • Resilience • PIXL Orate • Communication • Initiative • E-Safety • Leadership • Futures 	There is no I in team and putting together a team. How I like to be led. Positive re-enforcement and Kindness. Generous with praise. thoughts – words – deeds'. Recognising difference as a good thing.	Structure of a debate and expressing opinion through debate. Using debate to improve schoolwork. 'Social Media' Social Media and Cyberbullying. The Joy of Stress!	When did I last show initiative? And taking initiative in my learning. Approaching problems with a clear head. 'routes to work'	'Them and Us' Everyday kindness and kindness costs nothing. Thinking outside the box. Clarifying and summarising. Orate: Audience Awareness and self-regulation Wellbeing: Stigma and Responsibility	Organisation, problem solving and planning events. Approaching challenges in an organised way 'what is an open and closed character?' Why its important to see each other as human first.	Resilience, what is a growth mindset and what are my strengths and weaknesses? No Mistakes=no progress Personal growth part 1. Personal growth part 2 and Opportunities

Year 9						
	Autumn Term – Finding my voice		Spring term – Adapting my voice		Summer term – Growing in confidence	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wellbeing theme	Finding the Balance	Supporting myself and Healthy lifestyles	Heathy Minds	Wellbeing theme	Finding the Balance	Supporting myself and Healthy lifestyles
Year 9 PSHEE Form time Rights responsibilities and British values Celebrating diversity and Equality Relationships and sex Education Staying safe online and offline (CSE) Health and wellbeing Life Beyond school	Rights responsibilities and British values Conspiracy Theories and Extremist Narratives Extremism What is Terrorism Proud to be British The Radicalisation process Counter Terrorism Anti-Semitism	RSE STI Lesson Contraceptives Available Condom Lesson Contraception Explored Further Sexual Harassment and Stalking HIV and Aids Aids Prejudice and Discrimination	Relationships and sex education (RSE) Sexual Consent and the Law FGM and the Law Delaying Sexual Activity Why have Sex. Relationships and Partners Pleasure What are STI's	Staying safe online and offline (CSE) Introduction to Drugs Different Types of Addictions Cannabis Products Drug Classifications Party Drugs Illegal Drugs Volatile Substance Abuse	Health and wellbeing Self Esteem Changes What is a penis? What is a vulva? Homophobic Bullying and Bullying in all its forms. Dealing with grief and loss Media and airbrushing Cancer Prevention Healthy Lifestyle	Life Beyond school From failure to success First Aid lesson Importance of Happiness What is Anger? Saving and Managing Money Employment and Financial Social Media and Online Stress

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<p>Year 9 CE day</p> <p>RSE 'Respect yourself'</p>	<p>Lucy Faithfull HSB and CSE</p> <p>LOUDMOUTH Bully 4 U Secondary Kooth – Wellbeing Local Offer Prevent British Values Protected Characteristics Tootoot County Lines</p> <p>4 schools' virtual assembly LOUDMOUTH - Working for Marcus</p>		<p>Anti-Bullying 'Stand Against Violence'</p> <p>NHS Careers Sexual Harassment Child on Child Abuse E-Safety Prevent British Values Protected Characteristics</p>	<p>Prevent (County Lines, Knife Crime and Extremism) Police. Safeguarding Update Protected characteristics, British Values. Just Like Us LGBTQ+ Better Health/Every Mind</p> <p>Matters PHE Bullying and Online Bullying (PAC) Climate Change - Plastic Free Communities and 'Sustainable' T&W Medical Mavericks (Careers – NHS)</p>		
<p>Year 9 Character Education Year group assemblies and reflection.</p> <ul style="list-style-type: none"> • Organisation • Them and Us • Wellbeing • Resilience • PIXL Orate • Communication • Initiative • E-Safety • Leadership • Futures 	<p>Voice and Body Language. Working with others. Helping each other grow. How to deliver feedback sensitively and how to handle receiving feedback Healthy Minds and Mental Health</p>	<p>What is the difference between managing and leading and motivational leadership. Motivating myself. What is respect? Is my language respectful? Breaking down language. Resilience</p>	<p>Impact of being offended and respecting those who are not the same as us Online behaviour. Content and rhetoric. Social Media and Communication and Communication in the workplace</p>	<p>What does an organised person look like and organisation in the future. What organisational techniques work for me? Content Structure and rhetorical techniques</p>	<p>Pride and Pride in the environment. Confidence 'what makes people quit?' Overcoming barriers and turning setbacks into success</p>	<p>Competitive advantage. What's so good about showing imitative? Initiative and growth mindset with solution based and problem-based thinking The impact of valuing people and ways to show that you value people.</p>

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Year 10						
	Autumn Term – Owning my journey		Spring term – Owning my actions		Summer term – Owning my decisions	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wellbeing theme	Finding the Balance		Supporting myself and Healthy lifestyles		Heathy Minds	
Year 10 PSHEE Form time Rights responsibilities and British values Celebrating diversity and Equality Relationships and sex Education Staying safe online and offline (CSE) Health and wellbeing Life Beyond school	Life Beyond School (Careers and Enterprise) How do my subjects link to Careers Targeted Advertising and Your data Consumer Rights Employer Rights Exploring a Paycheck Post 16 Options	Rights responsibilities and British values Exploring Britishness and British Values Critical Thinking and Fake news What is a Cult LGBTQ+ Rights and British Values What are human Rights Exploring Human Rights	Life Beyond School Careers and Enterprise How to write a personal statement Writing your personal statement Interview Prep CV Writing Work Experience	Relationships and Sex Education (RSE) Campaigning Against FGM Sexting Nudes and Dick Pics Porn lesson 1 Porn lesson 2 Domestic Abuse and Violence Relationships, Sexual Abuse and Rape Sexualisation of the Media	Celebrating Diversity and Equality Instagram generation Marriage and Family, what is it? Rights and responsibilities Consumer Rights Work experience	Health and Wellbeing/ Staying Safe Online and Offline (RSE) Child Abuse (CSE) Screen Time and Safe Use Mobiles Common Types of Mental Health Self-Harm Suicide (Thoughts and Feelings) Promoting Emotional Wellbeing
Year 10 CE day	Lucy Faithfull HSB and CSE Telford College Shrewsbury College Stephen Seki Aspirations Green Careers Veolia 4 schools virtual assembly LOUDMOUTH - Working For Marcus	Aspire to HE target 20 online sessions	Anti-Bullying 'Stand Against Violence' NHS Careers Sexual Harassment Child on Child Abuse E-Safety Prevent British Values Protected Characteristics Metacognition Staying Safe Online Encounter with employer NGS NHS Radiology Careers	Prevent (County Lines, Knife Crime and Extremism) Police. Safeguarding Update Protected characteristics, British Values. Just Like Us LGBTQ+ Better Health/Every Mind Matters PHE Bullying and Online Bullying (PAC) Climate Change - Plastic Free Communities and 'Sustainable' T&W Virtual Work Experience		
Year 10 Character Education Year group assemblies and reflection. <ul style="list-style-type: none"> Organisation 	Mindset Assessment and Mind Training What organisational skills do I need at school? Balancing importance and urgency	From setbacks to success Active learning Working independently Performance Career Development	Physical Harm Psychological Harm Harm Online	What is my motivation Motivating myself How to build a portfolio What do I find effective?	What is strong leadership? Using your heart and head	Mental Energy Confidence in speaking Appraisal and looking ahead Which apprenticeship

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<ul style="list-style-type: none"> • Them and Us • Wellbeing • Resilience • PIXL Orate • Communication • Initiative • E-Safety • Leadership • Futures • Power to perform 	Organising things and organising myself	The labour market	<p>Helping 'them' groups at risk of harm</p> <p>How can we protect each other in society?</p> <p>Emotional, psychological and physical resilience</p>	<p>Giving and receiving constructive criticism</p> <p>Interviews</p>	<p>Command and Control versus Discuss and Decide</p> <p>Why do employers want leadership skills?</p>	<p>What is university and why go to one?</p> <p>Recharge</p> <p>Making Choices</p>
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Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wellbeing theme	Finding the Balance		Supporting myself and Healthy lifestyles		Heathy Minds	
Year 11 PSHEE Form time Rights responsibilities and British values Celebrating diversity and Equality Health and wellbeing Relationships and sex education Staying safe online and offline (CSE) Life Beyond school	Life Beyond School/ Health and Wellbeing (Your Future and Beyond) Planning for your future Personal branding How to apply for post 16 assembly Making applications post 16 Writing a personal statement Time Management Exam Stress and Relaxation	Relationships and Sex Education (RSE) Adult Health and Looking after Yourself Child on Child Bullying Fertility and what impacts it Abortion Laws, Morals and Ethics Testicular and Prostate Cancer Cervical, Breast and Ovarian Cancer Parenthood Love and Abuse	Staying Safe Online and Offline Honour Based Violence Forced Marriages Modern Day Slavery Causes of Knife Crime Festivals and Drugs and Nitrous Oxide Online Gambling Online Rep and Digital Footprints	Life Beyond school Ambition and Aspiration Study Sanctuary Growth Mindset Memory and Stress Retrieval Practice Revision Cards Looking after Wellbeing and Sleep Mental Health Self Esteem Stress Relief Techniques There is still time	Health and wellbeing Organ donation and blood donation Teenage pregnancy choice Alcohol and bad choices Importance of sexual health Re-visiting contraception Re-visiting STI's Respect and relationships	
Year 11 CE day RSE 'Respect yourself'	Careers FE and apprenticeship providers 30-minute sessions for sixth form/colleges/apprenticeships: Cap Gemini, Telford College, Abraham Derby, Shrewsbury College, Juniper Training, Madeley Academy, Thomas Telford, NSC and County training.		Anti-Bullying 'Stand Against Violence' Positively Mad PUSH Revision Skills Sexual Harassment Child on Child Abuse	Prevent (County Lines, Knife Crime and Extremism) Police. Safeguarding Update Protected characteristics, British Values. Just Like Us LGBTQ+ Better Health/Every Mind Matters PHE Bullying and Online Bullying (PAC) Climate Change - Plastic Free Communities and 'Sustainable' T&W Stephen Seki – Live Assembly (Motivational Speaker)		
Year Group Assemblies Year group assemblies and reflection. <ul style="list-style-type: none"> Organisation 	Breaking down the journey Using PLCs to support resilience Self-evaluation and self-criticism Presenting organised arguments	Mental Health 1 Mental Health 2 Mental Health 3 The 'echo' chamber	Spotting a gap in the market Continual Challenge Positive thinking	Leadership and humility When leaders make mistakes		

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<ul style="list-style-type: none"> • Them and Us • Wellbeing • Resilience • PIXL Orate • Communication • Initiative • E-Safety • Leadership • Futures • Power to perform 	<p>Organising with clear communication Organisation and curricular studies</p>	<p>Disagreeing with people and disagreeing with opinions Career Pathways</p>	<p>Apprenticeships What courses are available at university? What are the different types of university?</p>	<p>How I react when things go wrong Mental Toughness 1 Mental Toughness 2 Mental Toughness 3</p>	
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Whole School Assemblies and Events						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Full School SMSC and British Values Assemblies - Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Owning and planning my journey Taking responsibility for behaviours, showing initiative through of 'Charlton Expects' school vision and values. Harvest Understanding how to contribute positively to the lives of those living and working in the locality of the school and to society more widely.	Remembrance Justice, gratitude and compassion Belonging Diversity and collective responsibility. Diversity and Equality The importance of identifying and combatting discrimination. (Peer on Peer abuse and protected characteristics) Christmas Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Freedom to choose and hold other faiths and beliefs and how this is protected in law. Celebration Evening Students celebrate with guest speaker for outstanding achievement	National Holocaust Memorial Day People with different faiths, beliefs (or none) should be accepted and tolerated. Identifying and combatting discrimination. UK Youth Parliament vote – Understanding democracy Expectations Charlton Expects behaviour reflection	Sacrifice Personal sacrifice and random acts of kindness. (Respect for other people). Acceptance that other people having different faiths or beliefs to oneself and should not be the cause of prejudicial or discriminatory behaviour. Charlton Passion Assembly Celebrating the Hindu festival of Holi, Christian Celebration of Easter and Muslim celebration of Shab-e-Barat.		Student leadership elections (Student Voice) How citizens can influence decision-making through the democratic process Charlton Celebrates Celebrating achievement, self-knowledge, self-esteem and self-confidence.

British Values Additional information: Complementing our range of planned activities are a wealth of Extra Curricular Activities, teaching resources from a wide variety of sources to help pupils understand a range of faiths (tracked on the SMSC grid), weekly British Values debates and 'Charlton expects' our agreed school rules based on shared values and virtues which encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. Through character development students cover a topic of 'them and us' which addresses prejudice and discrimination and resilience which teaches growth mindsets and how to overcome personal barriers.

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House Activities	<p>Charlton Bake Off to support the Macmillan Coffee Morning.</p> <p>Mental Health Awareness through support of the Young Minds Charity fundraiser 'Hello Yellow'</p> <p>Black History Month</p> <p>Harvest Festival- Supporting our chosen charity- Telford Food Bank.</p> <p>Charlton's Pumpkin Carving Competition.</p> <p>Wellbeing Week</p>	<p>To create a Poppy display for our yearly Remembrance Assembly in form groups.</p> <p>Anti-Bullying week and 'odd socks'</p> <p>Christmas Gift Appeal Appeal hosted by our local Newspaper-The Shropshire Star. Students will be asked to support this local appeal.</p>	<p>Valentines and random acts of kindness</p> <p>Wellbeing week</p> <p>International Women's Day</p> <p>Diversity Week Week of awareness and fundraising supported by whole school assembly around LGBTQ+</p> <p>Autism Awareness week. Parents opening doors sessions for families.</p> <p>Neurodiversity Week</p> <p>E-Safety Day</p>	<p>Walk or bike to school. Environment and positive contribution.</p> <p>Jubilee Celebration – Theme of Modern Britain and Diversity.</p> <p>Child Criminal Exploitation Day</p>	<p>Charltonbury Understanding how to contribute positively to the lives of those living and working in the locality of the school and to society more widely. Charity fundraising event with local community partners.</p>	<p>Goals and achievements</p> <p>Year group reflection and celebration</p>
Enrichment Opportunities	<p>Virtual visits to places of worship</p> <p>BBC Young Reporter</p> <p>Duke of Edinburgh</p> <p>GSUS Live</p> <p>Marines Visit</p> <p>Mosque Visit KS4</p> <p>Church Visit KS4</p> <p>Presentation Evening</p> <p>Open Evening</p> <p>Young Enterprise</p> <p>Inspiring Digital Enterprise Award (Y7 and Y8)</p> <p>All Y7 students Outward Bound Residential Trip to the Pioneer Centre</p> <p>Celebration Trips</p> <p>Y8 Students – National Trust</p> <p>Y9 Students – Seaside</p> <p>Y10 Students – Zoo</p> <p>Y11 Students – Theme Park</p>	<p>Charlton's Got Talent</p> <p>Pathways into FE</p> <p>Shakespeare Schools Festival</p> <p>Mock Trial</p> <p>Youth Speaks</p> <p>Y12 Certificate</p> <p>Collection Evening</p> <p>Wellbeing Advent Calendar</p> <p>Senior Citizens</p> <p>Christmas Party</p> <p>All Saint's Church</p> <p>Christmas Assembly</p> <p>Christmas Craft</p> <p>Fayre</p> <p>Christmas Jumper Day</p> <p>Pantomime Trip for all Y7 students (Aladdin)</p>	<p>School Production of Matilda</p> <p>Aspire to HE</p> <p>Senior Citizens</p> <p>Christmas Lunch and entertainment</p> <p>Y11 Poetry Live Trip</p> <p>Maths Challenge</p> <p>Young Enterprise Trade fairs and University Day</p> <p>Aspire to HE visits to Keele University</p> <p>Aspire to HE Open Days to University of Wolverhampton</p> <p>Aspire to HE 'Cultural Awareness Days to University of Liverpool and Aston University</p>	<p>Shrewsbury Prison Tour</p> <p>Ski Trip</p> <p>Theatre Trip KS4</p> <p>Y7 Charity and Enterprise day</p> <p>World Book Day</p> <p>Young Enterprise Celebration Event</p> <p>Theatre Trip to see KS4 Curious Incident of the Dog in the night</p> <p>Human Nature</p> <p>Theatre Trip KS4</p> <p>Y11 Carding mill</p> <p>Valley Geography Field Trip.</p>	<p>Trier MFL Trip to Germany</p> <p>World of workday</p> <p>Performing Arts Evening</p> <p>Leavers Day</p> <p>Leavers Prom</p> <p>D of E Y9 and Y10</p> <p>Humanities Trip</p> <p>London</p> <p>Boulogne French Trip</p> <p>Y8</p> <p>All Y8 students</p> <p>Outward Bound Trip to the Pioneer Centre</p>	<p>Celebration Trips (Sept)</p> <p>Extended project evening</p> <p>Interhouse/Sports Day</p> <p>Day for your future</p> <p>Diversity Week</p> <p>Charltonbury</p> <p>Y7 Graduation</p> <p>Y10 Cologne Trip</p> <p>Y7 Carding Mill Valley</p> <p>Y6 Parents Evening</p>

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Rights, Responsibilities & British Values

LESSON TITLE	Unit	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association	CPSHE Association	S-Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model (2)	PA - Thematic Model (1)	CDI Framework	CDI Framework 1
Conspiracy & Fake News	Rights, Responsibilities & British Values	Year 9	To understand what a conspiracy theory is To explore why conspiracy theories and extremist narratives are interlinked To evaluate why conspiracy theories can be damaging to society	Conspiracy theories, extremism, extremist narratives, evidence, society	I know what a conspiracy theory is I understand what an extremist narrative is I understand the difference between extremist and society	Living in the wider World	KSS L25 KS4 L27	N/A	N/A	Digital Literacy	Extremism & Radicalisation		
Extremism in all its forms	Rights, Responsibilities & British Values	Year 9	To define the terms extremism, terrorism and radicalisation To understand the different types of extremism To understand how extremist views can lead to acts of terrorism	Extremism, terrorism, radicalisation, counter narrative, Radicalisation, Extreme far right, National Front	I can define extremism and terrorism I understand the different types of extremism that exist I understand the difference between extremist and terrorism	Living in the wider World	KSS L26 KS4 L24	N/A	N/A	Extremism & Radicalisation	N/A		
Terrorism (Far Right & Islamist)	Rights, Responsibilities & British Values	Year 9	To understand the iceberg analogy of terrorism To explore why people may choose to commit an act of terrorism To evaluate the current/terror threat to the UK and explore recent acts of terrorism	Jihad, Crusade, Extremism, Terrorism, Radicalisation, Holy war	I understand what terrorism is and can give examples I can evaluate how terrorism makes me feel I know who to contact if I suspect someone is planning an act of terrorism	Living in the wider World	KSS L26 KS4 L24	N/A	N/A	Extremism & Radicalisation	N/A		
What are British Values	Rights, Responsibilities & British Values	Year 9	To explore if being British is still a positive identity for young people today To understand how supporting British values can help combat extremism To understand some of the dangers young people should be aware of and how to protect against them	Identity, Values, Principles, Tolerance, Hate Crime, Community Cohesion	I can define what being British means to me I understand a wide range of issues that impact young people in society I can explain why promoting British values helps to reduce extremism in the UK	Living in the wider World		N/A	N/A	Developing Life Skills & Aggression	Extremism & Radicalisation		
The Radicalisation Process	Rights, Responsibilities & British Values	Year 9	I understand how the radicalisation process works I am able to explore the different methods used by extremist groups to spread their ideologies I understand what can be done to prevent myself and others from being susceptible to radicalisation	Propaganda, Intolerance, radicalisation, Prevent, Channel, Extremism, Bias	I can define radicalisation I understand the methods used by extremist groups to radicalise others I understand how to think critically in order to keep myself safe	Living in the wider World	KSS L26 KS4 L24	N/A	N/A	Extremism & Radicalisation	Digital Literacy		
How does Counter Terrorism Work?	Rights, Responsibilities & British Values	Year 9	I understand how counter terrorism works in the UK and the Prevent duty I understand how we respond in a terrorist situation I can evaluate the best way to fight extremism and the ideologies spread by extremist groups	Prevent, Persue, Channel, Legislation, Counter Terrorism, Ideology	I know what counter terrorism is I know how to respond in a terrorist situation I can describe the Pygmalion effect	Living in the wider World		N/A	N/A	Extremism & Radicalisation	N/A		
Anti-Semitism	Rights, Responsibilities & British Values	Year 9	To define the terms Zionism and Anti-Semitism To explore why Jews have been persecuted in Europe over hundreds of years To evaluate whether Jeremy Corbyn and the Labour Party are Anti-Semitic	Labour Party, Zionism, Anti-Zionist, Anti-Semitism, Pogrom, Persecution	I can define Zionism and Anti-Semitism I understand why Anti-Semitism has been in the news recently I can describe what a cohesive community looks like	N/A		N/A	T2 - Respectful Relationships and Friendships	Extremism & Radicalisation	N/A		
Critical thinking & Fake News	Rights, Responsibilities & British Values	Year 10	To understand how to spot fake news To explore the damaging consequences of Fake News To understand why critical thinking is important	Fake News Conspiracy Theories, Critical thinking, Disinformation, Misinformation	I can spot fake news I understand the importance of critical thinking I understand why fake news can be damaging	Living in the wider World	KSS L25 KS4 L27	N/A	N/A	Digital Literacy	Extremism & Radicalisation	7/ Jobs & Labour Market Information	
LGBT + British Values	Rights, Responsibilities & British Values	Year 10	To define homophobia and give examples of it in UK society To explore how British values can be used to combat homophobia To evaluate how far the UK has come in tackling various forms of discrimination	Sovereignty, Homophobia Discrimination, tolerance, Rule of law, Prejudice	I can define the term homophobia I understand how British Values are used to combat homophobia in the UK I know where to seek support for myself or a friend who is dealing with homophobic abuse	Relationships		N/A	N/A	N/A	N/A		
What is a cult	Rights, Responsibilities & British Values	Year 10	To define the word cult To explain why people may be attracted to these groups and some of the dangers of these groups To evaluate the difference between a cult and a religion	Cult, tradition, religion, Values, manipulation, coercion	I know what a cult is I understand the differences between a cult and a religion I understand why people may decide to join a cult	Living in the wider World		N/A	N/A	N/A	N/A		
Exploring British Values	Rights, Responsibilities & British Values	Year 10	To define the different British values To understand the importance of Promoting British Values To understand where our sense of identity comes from and why it is important to have a sense of belonging	Tolerance, values, Multicultural society, Social development, sovereignty	I can describe the British Values I understand the different aspects that make up my identity I understand the importance of promoting British Values in school	Living in the wider World		N/A	N/A	N/A	N/A		
Human Rights and their Importance	Rights, Responsibilities & British Values	Year 10	To define what Human Rights are To explore how Human Rights came about To evaluate how we can protect Human Rights in the modern world	UDHR 148, Council of Europe, ECHR, ECHR, United Nations, HRA 1998 Rights, Responsibilities	I can name a range of Human Rights I understand the origins of Human Rights I understand how human rights are protected	Living in the wider World		N/A	N/A	Diversity	N/A		
Balancing Human Rights	Rights, Responsibilities & British Values	Year 10	To explore how Human Rights are protected against the UK come into conflict To understand the two categories of Human Rights To evaluate some of the issues that arise when Human Rights	Amnesty International, absolute rights Non-Absolute rights, Justice	I can name eight Human Rights I can explain the positive impacts of the Human Rights Act 1998 has had on society I can describe situations when Human Rights may come into conflict	Living in the wider World		N/A	N/A	N/A	N/A		
Politics + Parliament 1 (Why is politics important)	Rights, Responsibilities & British Values	Year 7	To understand the impact politics has on every day life To explore the History of the UK Parliament To evaluate why its better to live in a democracy rather than a dictatorship	Parliament, Westminster, Democracy, totalitarianism, elections Government, Parliament, Politics	I understand how politics impacts my life I can describe the role of parliament I can explain the difference between living in a democracy and a dictatorship	N/A		N/A	N/A	N/A	N/A		
Politics + Parliament 2 (How is the country run)	Rights, Responsibilities & British Values	Year 7	To describe the make up of parliament and the main roles it performs To understand the role of a local MP To evaluate whether MPs are doing a good job at running the country and representing our views in Parliament	House of Commons, House of Lords, Monarchy, Constituency, Civil Service, Westminster	I can explain the differences between the two houses of Parliament I can describe the role of a Local MP I can identify the features of a democratic country	N/A		N/A	N/A	N/A	N/A		
Politics + Parliament 3 (Setting up a Party)	Rights, Responsibilities & British Values	Year 7	To name the main parties that represent the UK in Parliament To explore what makes a good political party To be able to create a new political party for the UK	Turnout, General election, Campaigns, Slogan, Logo, Conservative, Labour, Party Ideology	I can name five political parties I understand the difference between Labour and Conservative I know who can and cannot stand for political office	N/A		N/A	N/A	N/A	N/A		
Politics + Parliament 4 (Campaigning)	Rights, Responsibilities & British Values	Year 7	To describe the different types of elections in the UK To explore how a new government is formed after a general election To evaluate the importance of exercising your right to vote	First Past The Post, By elections, General Elections, Proxy, Postal, digital democracy, Campaign	I can explain how the Government is formed I understand the different types of elections held within the UK I can explain several reasons why voting is important	N/A		N/A	N/A	N/A	N/A		
Politics + Parliament 5 (Big Debates)	Rights, Responsibilities & British Values	Year 7	To define the terms advocate and devils advocate To practice the art of debating To evaluate recent law changes in the UK	Devils advocate, Advocacy, Debating, Parliament, UK	I can define the terms advocate and devils advocate I can recognise a wide range of views on a single topic I understand the arguments for and against lowering the voting age	N/A		N/A	N/A	N/A	N/A		
Politics + Parliament 6 (Exploring Parliament)	Rights, Responsibilities & British Values	Year 7	To describe the state opening of parliament To explore inside the House of commons and the House of Lords To explain the difference between parliament and Government and evaluate who holds the balance of power	Clerk, Parliament, Government, Speaker, Public Gallery, Black Rod, Despatch Box, Lords	I can explain how Parliament is opened I understand the differences between Parliament and Government I know what the insides of the Houses of Parliament look like	N/A		N/A	N/A	N/A	N/A		
Law 3 - Desert Island Making Decisions	Rights, Responsibilities & British Values	Year 8	Understanding how to survive on a desert island To describe the different rites of passage throughout life To develop skills of evaluation, prediction and self reflection	Baptism, Bit Miah, Aqueahq, Priorities, Survival, ceremony	I could survive on a desert island I understand how to be a good team player I understand how birth is celebrated by different religions	N/A		N/A	N/A	Settings: Goals	N/A		
Law 4 - Criminal, Laws and Society	Rights, Responsibilities & British Values	Year 8	To understand why the age of criminal responsibility varies in different countries To understand how the criminal justice system operate for young offenders To evaluate why young people commit crimes	Theft, Crime, Commandments, laws, Criminal Responsibility	I know the age of criminal responsibility in the UK and other countries I can explain how the criminal justice system treats young offenders I can define legal rights and the rule of law	N/A		N/A	N/A	N/A	N/A		
Law 1 - Desert Island Living	Rights, Responsibilities & British Values	Year 8	To explore what it would be like to live on a desert island To understand that with rights comes responsibilities To evaluate the fairest way to make choices	Rites of passage, Ceremonies (rites) or celebrations to mark important stages or landmarks in a person's journey (passage) through life.	I can make difficult decisions I understand the qualities needed to be a leader I work well in a team	N/A	KSS R15	N/A	N/A	Settings: Goals	N/A		
Law 2 - Desert Island Living Complete	Rights, Responsibilities & British Values	Year 8	To understand the concept of community cohesion and what makes a community To be able to make decision and understand the impact of those decisions To understand the different forms of prejudice that exist	Community, Disability, Prejudice, Discrimination, Multiculturalism, diversity	I know what makes a good community I try not to stereotype and pre judge people I can define prejudice and discrimination	N/A		N/A	N/A	Settings: Goals	N/A		
Law 5 - How are laws made in society	Rights, Responsibilities & British Values	Year 8	To understand why laws are needed in society To understand the process of how a bill passes through Parliament To evaluate recent changes to the law in England and Wales	House of Commons, House of Lords, Royal Assent, Bill, White & Green Paper, Consultation, Resignatory	I know why society needs laws I understand how a bill becomes a law in the UK I can explain recent law changes in the UK	N/A		N/A	N/A	N/A	N/A		
Law 6 - Prison, Reform and Punishment	Rights, Responsibilities & British Values	Year 8	To explain the types of punishments available in the UK To understand the different theories behind punishing offenders To evaluate whether Prison is an effective form of punishment	Prison, Manslaughter, Reparation, restitution, Rehabilitation, Justice, incarceration, deterrence, denunciation	I can name a wide variety of punishments used in the UK Criminal Justice System I understand the theories behind punishment I understand the arguments for and against the use of prisons	N/A		N/A	N/A	N/A	N/A		
Who is Boris Johnson	Rights, Responsibilities & British Values	Year 7	To describe how Boris Johnson became the Prime Minister in 2019 To explore the political career of Boris Johnson To evaluate whether Boris Johnson has the skills and qualities needed to be an effective Prime Minister	Conservative, Tory, Leadership, Election, Prime Minister, Negotiation, Advocacy	I can explain how Boris Johnson became the Prime Minister I can explain the job responsibilities of the Prime Minister I can explain the skills and qualities needed to be Prime Minister	N/A		N/A	N/A	N/A	N/A		

Charlton School Personal Development Curriculum Overview 2022-2023



Celebrating Diversity & Equality												CAREERS	
LESSON TITLE	Unit	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association	CPSHE Association - S	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CDI Framework	CDI Framework 1
LGBT + What is it	Celebrating Diversity & Equality	Year 8	To define the acronym LGBTQ+ To explore a variety of LGBTQ+ Role Models in British society To understand the many different key terms and concepts that are used within this topic	Homophobia, Gender, Sexuality, Prejudice, discrimination	I can explain the importance of celebrating LGBTQ+ History Month I understand the meaning of LGBTQ+ I can name a variety of LGBTQ+ role models	Relationships	3 R24 & R25 & R26 & KS4 R	NA	NA	Discrimination	NA		
LGBT + Homophobia in society	Celebrating Diversity & Equality	Year 8	To reflect on the extent homophobia exists in schools To understand what constitutes homophobic language and homophobic bullying To	Homophobia, transphobia, xenophobia, verbal abuse,	I can define homophobia I understand a range of forms homophobia	Relationships	3 KS3 R24 & R25 & R26 & KS	NA	NA	Diversity	Discrimination		
Support someone (LGBT focus)	Celebrating Diversity & Equality	Year 8	emphasize with how difficult it can be for young people to deal with live with homophobia in modern day society To define the term ally To explore why ally's are needed for the LGBT community To understand what can be done to support a friend in need	Ally, Oppression, Human Rights, Support, Community	I am an Ally to the LGBTQ+ Community I understand how to support a friend in need I would be confident in challenging homophobic language if I heard it	Relationships	3 R24 & R25 & R26 & KS4 R	NA	NA	Discrimination	Exploring Influence		
LGBT - challenging Homophobia	Celebrating Diversity & Equality	Year 8	To explore why homophobia exists To explore how to assertively challenge homophobic language and phrases in school and everyday life To understand how to handle difficult people and uncomfortable conversations	Passive, Assertive, Aggressive, Homophobia	I can recognise passive, assertive and aggressive communication styles I know how to be assertive with someone I feel well equipped to challenge homophobic when I see it in school	Relationships	3 R24 & R25 & R26 & KS4 R	NA	NA	Discrimination	NA		
Transphobia	Celebrating Diversity & Equality	Year 6	To understand the terms gender dysphoria and transphobia To explore the misconceptions that surrounds trans people To examine how Trans people are treated throughout the world To explore the concept of trust and what it means to 'come out'	Gender Dysphoria, Transitioning, transphobia	I understand what gender dysphoria is I understand the importance of celebrating the LGBTQ+ Community I feel confident in talking about trans issues to other people and using their correct names	Relationships	3 R24 & R25 & R26 & KS4 R	NA	NA	Discrimination	NA		
LGBT - Coming out	Celebrating Diversity & Equality	Year 8	understand the thoughts, feeling and processes someone might be going through who is thinking of coming out To evaluate what support networks are available to help support those in need	Coming out, Gender identity, Closet, Rejection, Acceptance	I have information and support regarding LGBT issues I understand the issues faced by someone coming out	Relationships	3 R24 & R25 & R26 & KS4 R	NA	NA	Discrimination	Communication in Relationships		
What is your identity	Celebrating Diversity & Equality	Year 7	To understand the wide variety of aspects that make up ones identity To understand how different things might influence your identity To understand that its OK to be different and to be proud of your identity	Identity, Heritage, Personality, Religion, society	I can describe my identity I understand a range of influences on my identity I'm able to express myself at home and at school	Health & Wellbeing	H2	NA	NA	Discrimination	NA	(8) Valuing Equality, Diversity & Inclusion	
Nature Vs Nurture	Celebrating Diversity & Equality	Year 7	Secure To understand what makes up our identity Extended To explore how our identity is formed Advanced To evaluate what influences our identity the most	Genes, Environment, Psychological, DNA, Epigenetics, Nature, Nurture, socialisation	I understand the Nature Vs. Nurture debate I can describe the different stages of socialisation I understand what is socially acceptable and not socially acceptable	Living in the wider World		NA	NA	NA	NA		
The Equality Act	Celebrating Diversity & Equality	Year 7	To explore the brief history of Anti-discriminations laws passed in the UK To understand what characteristics are protected under the	Equality, Anti-discrimination laws,	I can name several anti-discrimination laws passed by the UK Governments I can name at least six protected characteristics I can	Living in the wider World	KS4 L2 KS4 R5	NA	T2 - Respectful Relationships	Community & Careers	Discrimination	(8) Valuing Equality	
Breaking Down Stereotypes - Gender / Age	Celebrating Diversity & Equality	Year 7	Equality Act 2010 To evaluate whether the UK is doing enough to ensure equality opportunities for everyone To define stereotyping and prejudice To explore why stereotyping still exists today To evaluate what can be done to challenge stereotypes To identify different forms of prejudice and discrimination age,	Legislation, Government	I can explain the difference between direct and indirect discrimination I can explain where stereotypical views come from I understand why its important not to stereotype I don't judge people before I get to know them I know the difference between prejudice and discrimination I understand	Living in the wider World	KS3 L3 L4 and L7	NA	T2 - Respectful Relationships Inc/Friendships	Community & Careers	Developing Life Skills & Aspirations	(8) Valuing Equality, Diversity & Inclusion	
Prejudice and Discrimination	Celebrating Diversity & Equality	Year 7	race, gender etc. To consider how we can ensure equality for all in society To evaluate how cohesive Britain really is To define islamophobia and give examples of it in UK society To explore where islamophobia comes from To consider how the	Intolerance, justice, Equality, Hate Crime, Home Office	I can help support equality for all I can identify a range of characteristics that people are sometimes prejudiced by I understand the different forms hate crimes can take I can define islamophobia and understand some of the causes I know the hierarchy of discriminatory acts	Living in the wider World	KS3 L3 L4 and L7	NA	T2 - Respectful Relationships Inc/Friendships	Diversity	Discrimination	(8) Valuing Equality, Diversity & Inclusion	
Challenging Islamophobia	Celebrating Diversity & Equality	Year 7	government and legislation are attempting to combat different forms of discrimination To understand the role international organisations play in the world	Genocide, Harassment, Bullying, Discrimination, Prejudice, Muslim, Islamophobia	I understand the different forms hate crimes can take I can define islamophobia and understand some of the causes I know the hierarchy of discriminatory acts	Living in the wider World	KS3 L3 and L7	NA	T2 - Respectful Relationships	Diversity	Discrimination	(8) Valuing Equality	
World Issues - International Organisations	Celebrating Diversity & Equality	Year 10	To explore the history of the UN, NATO and the Commonwealth To evaluate the importance of being a member to these organisations	Sanctions, Agreements,	I can identify six organisations that the UK belongs to I understand the			NA	NA	NA	NA		
World Issues 2 - Brexit	Celebrating Diversity & Equality	Year 10	To describe the purpose of the European Union To understand why the Brexit referendum happened To evaluate the arguments for and against Brexit	democracy, NATO, EU, WTO, work, Commonwealth, Brexit, Remain, Euphoric, Eurocrat, Democracy, Referendum, Independence, Sovereignty	and role of the UN and the Commonwealth I understand the benefits international organisations provide to the worlds people			NA	NA	NA	NA		
World Issues 3 - Aid and Supporting other countries	Celebrating Diversity & Equality	Year 10	To describe a variety of ways the UK can help support other countries To understand the different issues impacting countries across the world To evaluate what support networks are available to help support those in need	Free Trade, Fair Trade, Aid, NGO, Developing, Globalisation, Debt relief	I know why Brexit happened I understand a range of arguments for Brexit I understand a range of arguments against Brexit			NA	NA	Community & Careers	NA		
World Issues 5 - Fair Trade	Celebrating Diversity & Equality	Year 10	To identify how Fair Trade supports developing countries and Fair	Fair Trade - Protest, Pressure Group, Government Consumer	I know the difference between Free trade and Fair trade I understand how one country can help another I know the differences between developing countries and developed countries			NA	NA	NA	NA		
World Issues 6 - Peace and War + Conflict			farmers To understand the importance of being an ethical consumer To explore a variety of people who have successfully campaigned for peace over the years To understand different symbol for peace used across the world To evaluate why some world conflicts are difficult to solve To describe how diverse modern Britain is To explore the recent history of migration to Britain To evaluate the concept of Britishness and whether multiculturalism works	Producer, discrimination, forced labour	Fairtrade principles I am an ethical consumer								
Multicultural Britain				Immigration, Emigration,	I can give examples of multicultural Britain I can explain why different groups have migrated to the UK over the past 60 years I can explain the positive impact migration has had on Britain								
Women's Rights			To explore the changing role of women in society over the past 100+ years To understand the key events that led up to women gaining equal rights with men To evaluate what support networks are available to help support those in need	Representation Act	I can explain how the role of women has changed in society I understand key events that led up to women gaining equal rights with men I can identify a variety of positive female role models								
#MeToo and Times Up Movement			I can explain what the #MeToo movements about I can explain how the Time's Up movement is helping to support women and equality I understand the importance of speaking out about sexual misconduct and sexual harassment	Activists, Movements, Sexual harassment, Sexual Assault, Misconduct Equality	I can explain the #MeToo Time's Up movements I understand the importance of speaking out against sexual harassment I can identify a variety of positive female role models								

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Charlton School Personal Development Curriculum Overview

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Playing Safe Online and Offline												CAREERS	
LESSON TITLE	Unit	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association Core Themes	PSHE Association - Specific Links	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CDI Framework	CDI Framework 1
Honour Based Violence	Playing Safe Online & Off	Year 10	To define the term honour and dishonour. To explore honour-based violence and the different forms it can take. To evaluate the best way to tackle honour-based violence and promote the equality of all.	Honour, Respect, Equality, Dishonour, HBV, Domestic Abuse	I can define honour, equality and dishonour. I understand the best way to tackle honour-based violence. I can evaluate the best way to tackle honour-based violence in communities.	Relationships	KS4 R5	N/A	T1 - Families	Families	N/A	N/A	N/A
Forced Marriage + Breast Ironing + Flattening	Playing Safe Online & Off	Year 10	To understand the terms: forced marriage, breast ironing, flattened breasts. To explore recent statistics related to forced marriages in the UK and Commonwealth countries. To evaluate the effectiveness and role of the Forced Marriage Unit.	Culture, Human Rights, Forced Marriage, Breast Ironing, FMU/FO (Forced Marriage Protection Order) Forcible Marriage Unit (FMCU)	I can define forced marriage and breast ironing. I understand the role of the Forced Marriage Unit. I could advise someone of where to seek help if they are being forced into a marriage.	Relationships	KS4 R5 KS4 R7	N/A	T4 - Being Safe	Families	Respectful Relationships	N/A	N/A
Online Gambling (Games In App Purchases)	Playing Safe Online & Off	Year 10	To understand the classification of games, films, TV shows and music videos. To explore how online gaming, content to gambling and online betting. To evaluate the risks associated with online gaming and online betting.	BBCiF, PEGI, DAIS, In-app purchases, Skin betters, Gamers, Wholes, loot boxes	I can explain the role of the BBCiF and the PEGI. I understand the risks associated with online gambling. I understand a wide range of methods used by gaming companies to entice its players to spend money.	Relationships	KS3 L8 BL19 & L20 KS4 L20	N/A	T2 - Internal Safety & Harmful Behaviour	Financial Decision Making	Digital Literacy	N/A	N/A
Social Media Validation	Playing Safe Online & Off	Year 10	To understand the risks associated with social media validation and how to get rid of it. To evaluate how social media can impact my self-esteem and mental health.	Validation, Addiction, Mental Health, Likes, Advertising, YouTube, Vloggers	I will not become addicted to social media. I can explain the link between social media and negative self-esteem. I understand how to combat social media validation.	Relationships	KS3 H10 & KS4 H10	N/A	T2 - Internal Safety & Harmful Behaviour	N/A	N/A	N/A	N/A
Keeping your data safe (social Networks)	Playing Safe Online & Off	Year 10	To understand the importance of keeping personal online data safe. To explore what online fraud and be aware of different types of online scams and tricks. To identify why the dark web can be so dangerous.	Visiting, Phishing, Smishing, Fraud, Ransomware, Email, Trojans, Dark Web, Open Web, Dark Web	My personal online data is safe and protected. I can recognise an online scam. I know how to protect myself and my family from being a victim of online fraud.	Living in the wider World	KS4 H10	N/A	T3 - Crime & Media	Digital Literacy	N/A	(16) Handling Accidents and Emergencies	N/A
Causes of Knife Crime	Playing Safe Online & Off	Year 10	To understand the causes behind the knife crime in the UK. To explore how to prevent young people from picking up and carrying a knife. To evaluate the real risks to those that carry knives and their families and friends.	Homicide, Wielding, Attempted Murder, Courts, Home Office, UK Drill Music	I understand the impact of carrying a knife on me and others. I can explain how to handle the courts. I understand people carrying knives. I understand how to seek further advice and support in relation to knife crime.	Relationships	H23 KS3 R33 R34	N/A	N/A	Peer Influence, Substance Use & Gangs	N/A	N/A	N/A
Modern Day Slavery	Playing Safe Online & Off	Year 10	To define the term 'Modern Day Slavery'. To examine human trafficking to the UK and evaluate the government's response. To evaluate the best way to tackle modern day slavery in the UK and abroad.	Slavery, Human Trafficking, Coercion, abduction, illegal immigration, control gangs	I understand how to recognise modern day slavery. I understand how human trafficking links to modern day slavery. I understand which Human Rights are being abused due to modern day slavery.	Relationships	KS4 R5 KS4 R7	N/A	T1 - Families	Families	N/A	N/A	N/A
Virtual Reality + Live Streaming + Gaming Online	Playing Safe Online & Off	Year 11	To define the term substance addiction and understand the way drug effect users. To understand the different levels of drug use and the consequences of drug use on our society. To evaluate any support networks are available to help support those in need.	Live Streaming, Augmented Reality, Virtual Reality, Gaming, Addiction	I know the differences between AR and VR. I can explain the health risks associated with Virtual Reality. I understand the consequences of live streaming across the internet.	Living in the wider World	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Drugs - Substance Addiction	Playing Safe Online & Off	Year 11	To define the term substance addiction and understand the way drug effect users. To understand the different levels of drug use and the consequences of drug use on our society. To evaluate any support networks are available to help support those in need.	Inhalants, Huffing, VSA, Addictive, NHS, EXPERIMENTAL, RECREATION, DEPENDENCY, PROBLEM, SITUATION, CONSEQUENCES	I understand what a substance addiction is. I can explain how a substance addiction impacts wider society. I understand how to help someone with an addiction.	Health & Wellbeing	KS3 H29	TS - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	Peer Influence, Substance Use & Gangs	N/A	N/A
Drugs - New Psychoactive Substances (Old Legal Highs)	Playing Safe Online & Off	Year 11	To define the term New Psychoactive Substances and explain examples. To explore why NHS drugs are so dangerous to society. To understand how to protect yourself from peer pressure to experiment with NHS drugs.	Synthetic Cannabis, NBPS, United Nations, NHS, Chemistry, Reproduction, Stimulants, Legal Highs, Designer Drugs	I can define a new psychoactive substance and give an example. I understand the dangers associated with NHS drugs. I know how to handle potential peer pressure to experiment with drugs.	Health & Wellbeing	KS3 H25 & KS4 H5 H26	TS - Drugs + Tobacco + Alcohol	N/A	N/A	Drugs & Alcohol	N/A	N/A
Drugs - Festivals and Nitrous Oxide	Playing Safe Online & Off	Year 11	To understand the risks associated with parties and festivals and the consequences of drug use. To understand how to stay safe at a festival and the risks of drug-related deaths at festivals.	Gateway NHS, Laughing Gas, Ecstasy, Nitrous Oxide, Disorientation	I know the risks associated with attending parties and festivals. I know how to stay safe at a festival. I can explain the consequences of experimenting with drugs (NPS) at festivals.	Health & Wellbeing	KS3 H25 & KS4 H15	TS - Drugs + Tobacco + Alcohol	N/A	N/A	N/A	N/A	N/A
Drugs and the War on Drugs	Playing Safe Online & Off	Year 11	To understand how drugs are manufactured and trafficked globally. To explore how different countries are dealing with drugs. To evaluate how governments can tackle the illicit drugs trade.	Trafficking, Drug mules, Proxies, and cartels, Drug dealers, Producers, farmers	I understand how drugs are trafficked globally. I can explain the international war on drugs. I can suggest solutions governments could try to reduce the fight of drug trafficking and drug cartels. I can explain the difference between Cosmetic and Aesthetic procedures. I understand the negative impact procedures can have on the body and mind. I can explain the external influence on people to change their way of life.	Health & Wellbeing	KS3 H26 H17	TS - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	N/A	N/A	N/A
Cosmetic and Aesthetic procedures	Playing Safe Online & Off	Year 11	To understand the differences between aesthetic and cosmetic procedures. To explore negative and positive effects of undergoing these procedures. To evaluate what influence people to the point they feel the need to change their appearance for society.	Botex, Lip Fillers, Cosmetic Procedures, Breast augmentation, Breast reduction	I understand what cosmetic procedures are. I know what my online reputation is. I can explain the importance of an online audit of yourself.	Living in the wider World	H21	N/A	N/A	Independence	N/A	N/A	N/A
Online Reputation and Digital Footprints	Playing Safe Online & Off	Year 11	To understand the importance of an online audit of yourself. To understand why and how to build an online personal brand. To understand the importance of an online audit of yourself.	Online reputation, Digital Footprint, Personal Branding, CV, Career Shop	I understand what personal branding is. I know what my online reputation is. I can explain the importance of an online audit of yourself.	Living in the wider World	N/A	T2 - Internal Safety & Harmful Behaviour	T3 - Crime + Media	Employability Skills	Digital Literacy	(16) Handling Accidents and Emergencies	N/A
Why not to join a gang	Playing Safe Online & Off	Year 7	Understand the causes of why young people might want to join a gang. Understand the consequences of breaking the law and engaging in criminal behaviour. Come up with solutions for preventing young people joining gangs.	Gangs, Criminal Behaviour, County Lines, Discharge, Custodial Sentence	I can explain why a young person might want to join a gang. I understand the consequences of breaking the law and engaging in criminal behaviour. I can explain the importance of an online audit of yourself.	Relationships	H23 KS3 R33 R34	N/A	N/A	Peer Influence, Substance Use & Gangs	N/A	N/A	N/A
Staying Safe Online (social Networks)	Playing Safe Online & Off	Year 7	To understand the risks associated with social media validation and how to get rid of it. To evaluate how social media can impact my self-esteem and mental health.	Grooming, Grooming, Scams, Data, Social networking, Exploitation, Cyber Bullying	I can explain what a grooming is. I understand the risks associated with social media validation and how to get rid of it. I can explain the importance of an online audit of yourself.	Relationships	KS3 R28	T2 - Internal Safety & Harmful Behaviour	T3 - Crime + Media	Transition & Safety	Digital Literacy	N/A	N/A
Fortnite and Safety in Gaming	Playing Safe Online & Off	Year 7	To understand the risks associated with social media validation and how to get rid of it. To evaluate how social media can impact my self-esteem and mental health.	Grooming, Addiction, Online safety, Fake profiles, hood, Play, Respects, suit cut, fallacy	I can explain the risks associated with social media validation and how to get rid of it. I can explain the importance of an online audit of yourself.	Living in the wider World	KS3 L8 BL19 & L20 KS4 L20	T2 - Internal Safety & Harmful Behaviour	N/A	Digital Literacy	T7 Financial Decision Making	N/A	N/A
Drugs - Alcohol	Playing Safe Online & Off	Year 7	To understand how alcohol impacts the body. To explore the consequences of alcohol misuse. To evaluate the negative impact alcohol use is having on wider society.	Physical, Psychological, social, alcohol	I know what alcohol is and the different forms it comes in. I can explain the short and long term impacts of alcohol use. I can explain the importance of an online audit of yourself.	Health & Wellbeing	KS3 H20 KS3 H25 H24 H26	TS - Drugs + Tobacco + Alcohol	N/A	Health & Physical	Drugs & Alcohol	N/A	N/A
Drugs - Nicotine	Playing Safe Online & Off	Year 7	To understand the health consequences of smoking. To understand how the government is helping people to quit smoking. I will never become a smoker when I'm older.	Cardenononoids, Ammonia, Vapors, Fentanyl, Nicotine, tar, chemicals	I understand all the health consequences of smoking. I understand how the government is helping people to quit smoking. I will never become a smoker when I'm older.	Health & Wellbeing	KS3 H28 & H31	TS - Drugs + Tobacco + Alcohol	N/A	Health & Physical	Drugs & Alcohol	N/A	N/A
Drugs - E-Cigs, Vaping and Shisha	Playing Safe Online & Off	Year 7	To understand the science behind vaping and the health consequences of it. To understand the difference between smoking and vaping. To evaluate whether there should be a ban on High Street Vape Shops.	E-Cigarettes, Vaping, Nicotine, Vapors Shisha, Cotton, Cilia, E-Juice	I know the difference between smoking and vaping. I understand the health consequences of smoking. I understand how the government is helping people to quit smoking. I will never become a smoker when I'm older.	Health & Wellbeing	KS3 H28 & H31	TS - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	N/A	N/A	N/A
Energy Drinks and Caffeine - Drugs	Playing Safe Online & Off	Year 7	To understand how much sugar and caffeine are in a range of drinks. To understand the importance of making healthy choices. To evaluate the risks associated with energy drinks.	Sugar, Taurine, Caffeine, Consumption, Cofees, Inositol	I know which drinks are high in sugar content. I am able to make healthy choices. I understand the risks associated with energy drinks.	Health & Wellbeing	N/A	TS - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	N/A	N/A	N/A
Why not to Carry a knife	Playing Safe Online & Off	Year 7	To understand the risks associated with carrying a knife. To explore the consequences of carrying a knife. To evaluate the negative impact carrying a knife has on society and the consequences of carrying a knife.	Homicide, Wielding, Attempted Murder, Courts, Home Office, UK Drill Music	I know the risks associated with carrying a knife. I understand the consequences of carrying a knife. I understand the negative impact carrying a knife has on society and the consequences of carrying a knife.	Relationships	H23 KS3 R33 R34	N/A	N/A	Peer Influence, Substance Use & Gangs	N/A	N/A	N/A
County Lines - What is it (Gang Culture)	Playing Safe Online & Off	Year 8	To understand the risks associated with carrying a knife. To explore the consequences of carrying a knife. To evaluate the negative impact carrying a knife has on society and the consequences of carrying a knife.	County Lines, Trap House, Modern Slavery, Slaves, Substances, Trafficking, Drug Mules, Exploitation	I understand how County Lines gangs operate and the dangers of carrying a knife. I understand the consequences of carrying a knife. I understand the negative impact carrying a knife has on society and the consequences of carrying a knife.	Relationships	KS3 R33 R34	N/A	N/A	Peer Influence, Substance Use & Gangs	Exploring Influence	N/A	N/A
County Lines - Who is at risk	Playing Safe Online & Off	Year 8	To understand the risks associated with carrying a knife. To explore the consequences of carrying a knife. To evaluate the negative impact carrying a knife has on society and the consequences of carrying a knife.	Trap Houses, Criminal Responsibility	I understand how County Lines gangs operate and the dangers of carrying a knife. I understand the consequences of carrying a knife. I understand the negative impact carrying a knife has on society and the consequences of carrying a knife.	Relationships	H23 KS3 R33 & KS3 R34	N/A	N/A	Peer Influence, Substance Use & Gangs	Exploring Influence	N/A	N/A
Substance Misuse	Playing Safe Online & Off	Year 8	To define the term substance misuse and understand the way drug effect users. To explore why people misuse substances. To evaluate any support networks are available to help support those in need.	Substance Abuse, Dependence, Intoxication, Withdrawal, Addiction, NHS, Impaired, Anxiety	I know what substance misuse is and the different forms it comes in. I can explain the short and long term impacts of substance misuse. I can explain the importance of an online audit of yourself.	Health & Wellbeing	KS3 H27 H28 H16 H17	TS - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	Exploring Influence	N/A	N/A
Grooming (Boys & Girls)	Playing Safe Online & Off	Year 8	To understand how grooming works. To explore the consequences of grooming. To evaluate the negative impact grooming has on society and the consequences of grooming.	Exploitation, Grooming, Catfishing, Fake Profiles, Deepfakes, Long Scams, CCPCP	I know what grooming is and the different forms it comes in. I can explain the short and long term impacts of grooming. I can explain the importance of an online audit of yourself.	Relationships	KS3 R28	T2 - Internal Safety & Harmful Behaviour	T1 - Families	Digital Literacy	N/A	N/A	N/A
Drugs - Alcohol and Society	Playing Safe Online & Off	Year 8	To understand the risks associated with carrying a knife. To explore the consequences of carrying a knife. To evaluate the negative impact carrying a knife has on society and the consequences of carrying a knife.	Physical, Psychological, social, alcohol	I know what alcohol is and the different forms it comes in. I can explain the short and long term impacts of alcohol use. I can explain the importance of an online audit of yourself.	Health & Wellbeing	KS3 H20 H25 H24 H26	TS - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	Peer Influence, Substance Use & Gangs	N/A	N/A
Cyber Bullying and online safety	Playing Safe Online & Off	Year 8	To understand the risks associated with carrying a knife. To explore the consequences of carrying a knife. To evaluate the negative impact carrying a knife has on society and the consequences of carrying a knife.	Trolling, Cyber Bullying, Abuse, Contact, Confront, Harassment, Stalking	I can define cyber bullying and harassment. I understand how cyber bullying can impact my mental health and well-being. I know how to prevent and respond to cyber bullying.	Health & Wellbeing	H23	T2 - Internal Safety & Harmful Behaviour	T3 - Crime + Media	Society	N/A	N/A	N/A
CEOP Lesson	Playing Safe Online & Off	Year 8	To understand the risks associated with carrying a knife. To explore the consequences of carrying a knife. To evaluate the negative impact carrying a knife has on society and the consequences of carrying a knife.	Child Sexual Exploitation, Child Sexual Abuse, Child Sexual Abuse, Child Sexual Abuse	I understand what child sexual exploitation is. I can explain a range of ways to reduce the risks associated with being online. I can offer good advice to a friend having trouble online.	Relationships	KS3 R28	T2 - Internal Safety & Harmful Behaviour	T3 - Crime + Media	Digital Literacy	N/A	N/A	N/A
Volatile Substance Abuse	Playing Safe Online & Off	Year 9	To understand the risks associated with carrying a knife. To explore the consequences of carrying a knife. To evaluate the negative impact carrying a knife has on society and the consequences of carrying a knife.	Volatile Substances Abuse, NHS, Psychological, Social, Dependence, Intoxication, Withdrawal, Addiction, NHS, Impaired, Anxiety	I can define Volatile Substance Abuse. I can explain the short and long term effects of VSA. I can identify why some drugs are more socially acceptable than others.	Health & Wellbeing	KS3 H28 H16 H17	TS - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	N/A	N/A	N/A
Drugs - Cannabis Products	Playing Safe Online & Off	Year 9	To understand the risks associated with carrying a knife. To explore the consequences of carrying a knife. To evaluate the negative impact carrying a knife has on society and the consequences of carrying a knife.	Cannabis, THC, CBD Products, Cannabis Oil, Legality, Class B	I understand the risks associated with carrying a knife. To explore the consequences of carrying a knife. To evaluate the negative impact carrying a knife has on society and the consequences of carrying a knife.	Health & Wellbeing	KS3 H28 & H31 H26	TS - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	Drugs & Alcohol	N/A	N/A
Drugs and their Classifications	Playing Safe Online & Off	Year 9	To understand the risks associated with carrying a knife. To explore the consequences of carrying a knife. To evaluate the negative impact carrying a knife has on society and the consequences of carrying a knife.	Class A, Class B, Class C, Drugs, Prescription, Over-the-counter, Psychoactive Substances, Medicine Act 1968	I can explain the different legal classifications of drugs. I can define and identify psychoactive substances. I can identify other ways drugs can harm us in society.	Health & Wellbeing	KS3 H26	TS - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	N/A	N/A	N/A
Drugs - Illegal Drugs (Party Drugs)	Playing Safe Online & Off	Year 9	To understand the risks associated with carrying a knife. To explore the consequences of carrying a knife. To evaluate the negative impact carrying a knife has on society and the consequences of carrying a knife.	Shrooms, Psychoactive, Hallucinogens, LSD, MDMA, Cocaine, Ecstasy, Amphetamines	I can explain the risks associated with carrying a knife. To explore the consequences of carrying a knife. To evaluate the negative impact carrying a knife has on society and the consequences of carrying a knife.	Health & Wellbeing	KS3 H25 & KS4 H15	TS - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	N/A	N/A	N/A
Drugs Illegal - (Class A and B)	Playing Safe Online & Off	Year 9	To understand the risks associated with carrying a knife. To explore the consequences of carrying a knife. To evaluate the negative impact carrying a knife has on society and the consequences of carrying a knife.	Class A, Psychological effects, Stimulants, Cocaine, Speed, Amphetamines	I understand the risks associated with carrying a knife. To explore the consequences of carrying a knife. To evaluate the negative impact carrying a knife has on society and the consequences of carrying a knife.	Health & Wellbeing	KS3 H25 & KS4 H15	TS - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	N/A	N/A	N/A
Introduction to Drugs Education (Lesson 1)	Playing Safe Online & Off	Year 9	To understand the risks associated with carrying a knife. To explore the consequences of carrying a knife. To evaluate the negative impact carrying a knife has on society and the consequences of carrying a knife.	Inhalants, Huffing, VSA, Addictive, NHS, Dependence, Intoxication, Withdrawal, Addiction, NHS, Impaired, Anxiety	I know what different types of drugs are. I understand a range of ways people can be harmed by drugs. I understand how peer pressure can impact me and my family.	Health & Wellbeing	KS3 H25 & KS4 H15	TS - Drugs + Tobacco + Alcohol	N/A	Peer Influence, Substance Use & Gangs	N/A	N/A	N/A
Different Types of Addictions	Playing Safe Online & Off	Year 9	To understand the risks associated with carrying a knife. To explore the consequences of carrying a knife. To evaluate the negative impact carrying a knife has on society and the consequences of carrying a knife.	Inhalants, Huffing, VSA, Addictive, NHS, Dependence, Intoxication, Withdrawal, Addiction, NHS, Impaired, Anxiety	I can define an addiction. I can name and define a range of things people can become addicted to. I understand the problems linked to an addiction.	Health & Wellbeing	H25 & KS4 H15	TS - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	Peer Influence, Substance Use & Gangs	N/A	N/A

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Health & Wellbeing				CAREERS									
LESSON TITLE	Unit	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association Core Themes	PSHE Association-Specific Links	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CDI Framework	CDI Framework 1
Child Sexual Abuse (CSE)	Health & Wellbeing	Year 10	To define the term sexual abuse and understand the role relating to it To understand the importance of speaking out against any form of abuse To evaluate what support networks are available to those suffering sexual abuse	Sexual Physical, Emotional, Neglect, Childline	I can define the term Child Sexual Abuse I know why its important to speak out against sexual abuse I know when to get help if a friend or myself is being sexually abused	Relationships	K54 R5 K54 R7	N/A	T2 - Respectful Relationships Inc Friendships	N/A	Communication in Relationships		
Screen Time & Safe use of Mobile Phones	Health & Wellbeing	Year 10	Explore how technology and social media can negatively impact on your mental health To evaluate how technology and smart phones can both be rewarding and damaging in our lives	Technology, Addiction, Mental Health, Blue Light, FOMO, Echo Chambers, Filter Bubbles	Understand the history of the mobile phone Understand the impact of social media on the individual I can define the terms filter bubble and echo chambers	Health & Wellbeing	K54 H0 H21 K54 L7	T2 - Internet Safety & Harmful Behaviour	N/A	N/A	Building Relationships		
Suicide (Thought and Feelings)	Health & Wellbeing	Year 10	Be able to identify warning signs that you or a loved one are thinking about or contemplating suicide To understand how music can be used to help support people in tough difficult times To evaluate what support networks are available to help those in need	Self harm, Suicide, distressed, illness, symptoms	I know how to look out for a friend in need I understand the differences between self harm and suicidal thoughts I know a play list of songs that make me happy	Health & Wellbeing	H6	N/A	N/A	N/A	Emotional Wellbeing		
Self Harm (Causes and Support available)	Health & Wellbeing	Year 10	Understand what self harm is a behaviour and not an illness To understand that people who self harm are trying to communicate that they are distressed To evaluate what support networks are available to help those that self harm	Self Harm, Self Poisoning, Self Injury, Sensitively, Samaritans, Calmness App	I know the definition of self harm I can explain some of the triggers for self harm I know a range of ways to deal with stress, anger and trauma	Health & Wellbeing	H6	N/A	N/A	Emotional Wellbeing	N/A		
Common Types of Mental Ill Health (Anxiety, Stress and D)	Health & Wellbeing	Year 10	To describe what mental health and a mental illness is To explore different types of mental illnesses To understand what you can do to help someone with their mental health	Misconception, Stigma, Tolerance, Anxiety, Depression, Trauma, Emotional Wellbeing, Mental Health Discrimination Act	I can explain the difference between mental health and mental illness I understand the different ways mental illnesses can be categorized I know how to support someone with their mental health	Health & Wellbeing	K54 H4	T1 - Mental wellbeing	N/A	Mental Health	N/A		
Promoting Emotional Wellbeing (Exercise and Mental We	Health & Wellbeing	Year 10	Understand what wellbeing might look like in someone's life Understand the meaning of mental health and emotional wellbeing Learn strategies to improve my own and others emotional wellbeing	Wellbeing, Emotions, Cognitive Behavioural Therapy	I can explain what emotional wellbeing looks like I know how to improve my emotional wellbeing I can reflect on different areas of my life and how I feel about them	Health & Wellbeing	K54 H5 & H2 K53 H5	T1 - Mental wellbeing	N/A	Emotional Wellbeing			
Physical Health - Cancer (Testicular)	Health & Wellbeing	Year 11	Know the risk factors and common symptoms of testicular cancer Understand how to perform a testicular self examination I understand how difficult prostate cancer can be to detect	Prostate Cancer, Testicular cancer, examination, malignant, tumours, self-examination, bladder	I can explain the signs and symptoms of testicular cancer I know how to conduct a self-examination of mine or my boyfriends testicles I understand what prostate cancer is	Health & Wellbeing	K54 H8	T6 - Health & Prevention	N/A	Healthy Lifestyles	Independence		
Physical Health - Cancer (Cervical and Breast)	Health & Wellbeing	Year 11	Know the risk factors and common symptoms of breast cancer Understand how to perform a breast self examination I understand the importance of a smear test and cervical screening	Breast Cancer, self examination, malignant, tumour, Cervical, Smear test, Ovarian Cancer	I can explain the signs and symptoms of breast cancer I know how to conduct a self-examination of mine or my girlfriends breasts I understand the significance of a smear test and cervical screening	Health & Wellbeing	K54 H8	T6 - Health & Prevention	N/A	Independence	Healthy Lifestyles		
Organ donation and Blood Donation	Health & Wellbeing	Year 11	To be aware of blood donation, and other forms of donation, including stem cell donation To understand how the law in the UK in 2005 changed in relation to Organ Donation To evaluate the need for organ donation and stem cell donation	Organ donation, Donor, transplant, Gene technology, Blood, Liver disease	I am aware of different forms of organ donation and the NHS waiting list I can explain the importance of giving blood I know how the law is changing in relation to organ donation	Health & Wellbeing		T3 - Physical Health & Wellbeing	N/A	Independence			
Teenage Pregnancy - Choices	Health & Wellbeing	Year 11	Understand the consequences of an unplanned pregnancy To know what to do if you think you or friend is pregnant To understand the options available for unplanned pregnancy	Abortion, Miscarriage, Pregnancy, Fertility, Adoption, Contraception, Choice	I understand the signs that someone may be pregnant I understand the range of options available to someone who is pregnant I can identify a range of methods that will and will not get me pregnant	Relationships	K54 R56 & R25 & R26	N/A	T5 - Intimate R & Sexual Health	Intimate Relationships	N/A		
Abortion (Laws, Moral, Thoughts and Feelings)	Health & Wellbeing	Year 11	Examine what is meant by abortion and the law regarding abortion Consider different reasons why women have abortions To be able to explain the religious and legal perspectives on abortion in the UK	Contraception, Abortion, Conceive, Conception, Moral, Rights, Pro-life, Pro-choice	I can explain what the legal position is on abortion in the UK I understand a range of views that are pro-life and pro-choice I can explain why abortion is such a controversial topic around the world	Relationships	K54 R55	N/A	T5 - Intimate R & Sexual Health	Families			
RSE Love and Abuse	Health & Wellbeing	Year 11	To describe a positive and healthy relationship To understand the different types of abuse that exist To identify where to turn to for help with abusive relationships	Coercion, Domestic Abuse, Domestic Violence, Intimidation, Emotional Physical and Sexual Abuse	I can describe what domestic abuse and domestic violence is I understand a range of things that can cause conflicts in a relationship I understand the barriers and coping strategies for leaving an abusive relationship	Relationships	K53 R29 K54 R7	N/A	T1 - Families	Respectful Relationships	N/A		
Introduction to Puberty	Health & Wellbeing	Year 7	To describe the emotional, social and physical changes that happen during puberty To empathise with those that are starting puberty and understand how to support them To understand that girls and boys develop differently during puberty	Puberty Hygiene Hormones vagina Penis adolescence social Emotional Physical	I understand the challenges that puberty brings I am able to empathise with others who are about to go through puberty I know the emotional, social and physical changes that happen during puberty	Health & Wellbeing	K53 H7	T8 - Changing Adolescent body	N/A	Health & Puberty	N/A		
Puberty - Girls (Periods DOUBLE LESSON)	Health & Wellbeing	Year 7	To understand the physical and emotional changes that happen to girls during puberty To understand the basics of the menstrual cycle and the range of feminine protection products available	Oestrogen, Progesterone, Tampons, Sanitary Towels, Pads, Liner, Menstruation, Period, Menstrual Cycle	I know the physical changes that happen to girls bodies, inside and out I understand the range of feminine protection products available and how they work I understand the main things that happen to a girl during her menstrual cycle	Health & Wellbeing	K53 H7	T8 - Changing Adolescent body	N/A	Health & Puberty			
Puberty - Boys (Wet dreams + Erections)	Health & Wellbeing	Year 7	To describe the physical and emotional changes that happen to boys through puberty To understand the challenges that boys face during puberty including erections, wet dreams and body image	Urethra, Prostate, scrotum, testis, Erection Penis Wet Dreams Ejaculation	I can identify all parts of the male reproductive system I am able to empathise with boys who are going through puberty I know the physical and emotional changes that happen to boys during puberty	Health & Wellbeing	K53 H7	T8 - Changing Adolescent body	N/A	Health & Puberty			
Puberty - Personal Hygiene	Health & Wellbeing	Year 7	Understand the ways in which diet, exercise, hygiene and sleep contribute to being healthy To understand how important personal hygiene is and how to achieve it	Diet, exercise, sleep, hygiene, bacteria	I know how personal hygiene links to a healthy body I understand how to achieve high standards of personal hygiene	Health & Wellbeing	K53 H7 & H5 K54 H7	T6 - Health & Prevention	N/A	Health & Puberty	N/A		
Puberty - Growing Up (Menstruation and FGM)	Health & Wellbeing	Year 7	To understand a range of issues that may impact you as you grow up to be an adult To understand that there are some cultural practices in the world that do not respect your body your rules principle and are legal and dangerous	Menstruation, FGM, Breast binding, Breast tanning, Impotence	I know how to look after my best interests in the future I understand a range of cultural practices that are legal and dangerous for young people I understand the dangers of FGM and how to stop it from happening	Health & Wellbeing	K53 H7	T8 - Changing Adolescent body	N/A	Health & Puberty	N/A		
Puberty - Assertiveness, consent + Hormones	Health & Wellbeing	Year 7	Describe effective ways to communicate personal boundaries and show respect for the boundaries of others To explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched	Respect, differences, understanding, diversity, Consent	I understand how to respect my own and others personal boundaries I understand the three key elements to giving consent I can effectively communicate with others in an assertive way	Health & Wellbeing	K53 H7	T8 - Changing Adolescent body	N/A	Peer Influence, Substance Use & Gangs	Health & Puberty		
Puberty - Self Esteem + Empowerment	Health & Wellbeing	Year 7	To describe the concept of self esteem and recognise behaviours linked to low and high self esteem Develop strategies to help someone who has low self esteem and to understand the wide range of influences on self esteem	Low self esteem, High self esteem, Empowerment, Climate of influences on self esteem	I can define low and high self esteem and give examples I understand a range of issues that may impact my own self esteem I know a wide range of ways to boost my own self esteem	Health & Wellbeing	K53 H7	T8 - Changing Adolescent body	N/A	Mental Health	N/A		
Health & Wellbeing	Health & Wellbeing	Year 8	Understand what positive wellbeing might look like in someone's life To recognise a range of healthy and unhealthy habits we might have To know a range of methods to improve my own and others health & wellbeing	Balanced Diet, Exercise, Mental Health, Physical Health, Mental Health Act, Vitamin	I understand the various definitions for Health and Wellbeing I can identify healthy and unhealthy habits people have I know a range of suggestions to improve my own wellbeing	N/A	K53 H5 & H6 K54 H5	T1 - Mental wellbeing	N/A	Healthy Lifestyles	N/A		
Child Abuse (Physical and Emotional and Neglect)	Health & Wellbeing	Year 8	To understand the different forms of child abuse To explore the importance of consent and boundaries in any relationship To know who to talk to and where to access support and help in relation to any form of abuse	Neglect, Safeguarding, Maltreatment, Intervention, Policy, welfare, responsibility, Abuse	I can identify different forms of child abuse I can explain the importance of consent and boundaries I know where to access support and help regarding abuse	Relationships	K54 R5 K54 R7	N/A	T2 - Respectful Relationships Inc Friendships	N/A	Communication in Relationships		
Types of Bullying & Responding to Bullying	Health & Wellbeing	Year 8	Describe the meaning of bullying and cyberbullying and the impact it can have on an individual Exploring appropriate ways of responding to discriminating, hurtful or intimidating behaviour To explain when to seek support and advice on bullying/cyberbullying	Barter, Bullying, Cyber Bullying, Homophobic/Bullying, Work Place bullying, Physical, Verbal	I can describe the impact bullying and cyberbullying has on people I can define and explain different types of bullying I can evaluate the way I treat other people	Relationships	K53 R8	N/A	T2 - Respectful Relationships Inc Friendships	Diversity	N/A		
What is Mental Health?	Health & Wellbeing	Year 8	To define the term mental health To explore why we say we are OK when we are not To understand a variety of different types of mental illnesses and know some strategies to maintain positive mental wellbeing	PTSD, Anxiety, Depression, Physical, Mental, Wellbeing, Stress, Mental Health, Schizophrenia	I can explain what mental health is I can identify a range of mental health symptoms I know how to look after my own mental health and wellbeing	Health & Wellbeing	K53 H5 & H6 K54 H3 & H4	T1 - Mental wellbeing	N/A	Emotional Wellbeing	N/A		
Positive Body Image	Health & Wellbeing	Year 8	To understand what body image is To explore what impacts body image for boys and girls To understand ways someone can improve their own or a friend's self-esteem	Social media, self, body image, healthy, Vibe, body confidence, editing, celebrities, filters, followers, attention, comments	I can define the term body image I understand the pressures social media and society places on body image I know ways to raise my own self esteem and that of others	Health & Wellbeing	K53 H18 & K54 H8	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Emotional Wellbeing	Building For The Future		
Healthy Eating and cholesterol	Health & Wellbeing	Year 8	To identify the components of a healthy diet To understand the difference between good cholesterol and bad cholesterol To understand how to replace unhealthy snacks and foods with healthier alternatives	Monounsaturated Fats & Polyunsaturated Fats, Cholesterol alternatives	I know what a balanced diet should consist of I can explain the difference between good and bad cholesterol I know ways to substitute unhealthy snacks with healthy snacks	Health & Wellbeing	K53 H16 & H17	T6 - Health & Prevention	T4 - Being Safe	Healthy Lifestyles			
Stress What is it LI	Health & Wellbeing	Year 8	To gain an understanding into what causes stress and how to deal with it To recognise a list of our more pleasurable times when we are engaged with the world through our senses rather than through reactions	Anxiety, stress, coping, strategy, anger, emotions, hormones, reactions	I can identify where stress comes from I know a range of ideas I could go to try and relieve stress I can explain the long term impact of stress on the body and mind	Health & Wellbeing		T1 - Mental wellbeing	N/A	Building For The Future	N/A		
What is a Penis - B body confidence	Health & Wellbeing	Year 9	To explore what a penis is and the make up of a sperm cell To understand the male reproductive system To understand the importance of cervical screening	Penis, Urethra, Scrotum, Testicle, Bulbourethral gland, Vas deferens, sperm	I am confident at labelling the male reproductive system I know the make up of a sperm cell I understand how testosterone impacts the male body	Health & Wellbeing	K53 H7	T8 - Changing Adolescent body	N/A	N/A	Mental Health		
What is a vulva - B body Confidence	Health & Wellbeing	Year 9	To explore what a vulva is and the make up of the vagina To understand the female reproductive system To understand the importance of cervical screening	Vulva, Vagina, Labia, Mons Pubis, Cervix, Uterus, Womb, Ovary	I know the difference between a vulva and a vagina I can label correctly the female reproductive system I can explain what cervical screening is	Health & Wellbeing	K53 H7	T8 - Changing Adolescent body	N/A	N/A	Mental Health		
HBT - Bullying in all its forms	Health & Wellbeing	Year 9	To define all three forms of HBT Bullying To explore the impact HBT Bullying is having on young people in society To evaluate what support networks are available to help those impacted by the impact of HBT Bullying	Homophobia, Biphobia, Transphobia, Bully, Victim, Bystander	I can explain what HBT Bullying is I can explain how schools and charities are helping to tackle HBT Bullying I understand the devastating impact HBT bullying has on society	Relationships	H1 K53 R24 & R25 & R26 & K54 R13	N/A	T1 - Families	Identity & Relationships	Diversity		
Dealing with Grief and Loss (& stages)	Health & Wellbeing	Year 9	To explore what grief is and how it affects people To understand how grief can impact people in a variety of different ways and how you can support a friend or family member To evaluate what support networks are available to help those grieving	Grief, Loss, Denial, Bereavement, Acceptance, Loss, Trauma, Bereavement	I can explain what grief is I understand the range of emotions people may feel when grieving I know what I could do to try and help support someone who is grieving	Relationships	K53 R12 K54 R10 R11	N/A	N/A	Families	Mental Health		
Media and Air brushing (unrealistic Body Image Expectati	Health & Wellbeing	Year 9	To describe how photo editing and airbrushing are contributing to a false sense of beauty To explore what it means to be body positive and body healthy To evaluate the impact advertisements are having on our self esteem	Airbrushing, Digital media, Photoshop, Body positivity, insecurity, body image, media, beauty, body positivity	I know how unrealistic the images I see in the media are I can describe what it means to be body positive and body healthy I can explain the link between airbrushing and photo editing and self esteem	Health & Wellbeing	K53 H18 & K54 H8	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Building Relationships	N/A		
How Self Esteem Changes	Health & Wellbeing	Year 9	To define the term self esteem and explain how it impacts us To explore why people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in very different ways	Self-esteem, Resilience, Positive self talk, body positivity, body image, body confidence	I can identify the difference between high and low self esteem I can explain how things influence someone's self esteem I know a range of ways to manage my own self esteem	Health & Wellbeing	K53 H2 & H4	T1 - Mental wellbeing	N/A	Transition & Safety	Building For The Future	(1) Self Awareness	(2) Self development
Cancer Prevention + Healthy lifestyles	Health & Wellbeing	Year 9	To explore the health benefits of living a healthy lifestyle To explore how diet, stress and life situations can impact on health To explore the latest research on cancer prevention and healthy lifestyle choices	Cancer, Prevention, Industrial Farming, Vapors, Industry, stress, diet, lifestyle, nutrition	I know some of the latest research on cancer prevention I can explain how diet, stress and life situations impact on physical health	Health & Wellbeing	K53 H2	T6 - Health & Prevention	N/A	Independence	Healthy Lifestyles		

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Life Beyond School				CAREERS									
LESSON TITLE	Unit	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association Core Themes	PSHE Association - Specific Links	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CDI Framework	CDI Framework 1
Instagram Generation (Its Ok to feel down)	Life Beyond School	Year 10	To explore the link between body image and social media. To understand how hyper-edited social media can distort our view on the real world. To explore what makes social media sites so popular	Hyper-filtered, Body Image, Self Esteem, Voyagers, Streaming, Chatlines, Instagram, Selfie, Advertisements, Pop Ups, ASA	I understand the concepts of hyper-edited and hyper-filtered media I know why social media is so popular with young people I understand the negative impact social media has on body image and self-esteem	Health & Wellbeing	KS3 H18 & KS4 H10	T2 - Internet Safety & Harmful Behaviour	N/A	Health & Lifestyles	N/A		
FC - Targeted Advertising - Online	Life Beyond School	Year 10	To describe the three main types of targeted advertisements and explain how they work. To explore the role of the advertising standards agency (ASA) To evaluate the role targeted advertising played in the outcome of the 2016 Brexit referendum	Contextual, Geotargeted, Retargeted, Targeted Advertisements, Pop Ups, ASA	I can explain how geotargeted, contextual and retargeted advertisements work I can explain the role of the Advertising Standards Agency I know when I am being subjected to targeted advertisements online	Living in the wider World	KS3 L18 & L19 & L20 KS4 L20	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Digital Literacy	N/A	(12) Showing Initiative & Enterprise	(15) Developing Personal Financial Capabilities
Marriage - What is it? (Forced Marriage)	Life Beyond School	Year 10	I can describe what marriage is and what marriage is not I understand the legal position of gay marriage across different countries in Europe Evaluate a range of views on sex before marriage	Marriage, Divorce, Love, Companionship, commitment, Cohabitation, Civil Partnership	I can explain what marriage is and what it is not I can explain the law around Gay Marriage in the UK and Europe I know a range of views on sex before marriage	Relationships	KS3 R9 & KS4 R9	N/A	T1 - Families	Respectful Relationships	N/A		
Consumer Protection & rights	Life Beyond School	Year 10	To understand what ethical business practices are To understand the rights and responsibilities of consumers To evaluate the impact the Consumer Rights Act 2015 has had on society	Sustainability, ethical, rights, responsibilities, Consumer, CABS, Office of Fair Trading, Fairtrade	I can identify unethical business practices I know my consumer rights and responsibilities I can explain how both consumers and business can drive better working practices	Living in the wider World	K94 L21 & L22	N/A	N/A	N/A	Financial Decision Making	(13) Developing Personal Financial Capabilities	
Rights and Responsibilities	Life Beyond School	Year 10	To define the terms rights, responsibilities and moral duties To understand the different types of rights and responsibilities that exist To study the differences between civil law and criminal law	Civil law, Criminal Law, Rights, Responsibilities, Moral, Political, Legal	I understand the duties of a citizen in the UK I can identify many different rights and responsibilities I have I can explain the difference between civil and criminal law	Living in the wider World	KS4 L16	N/A	N/A	Diversity	N/A	(14) Developing Personal Financial Capabilities	(2) Self-determination
Employment Rights	Life Beyond School	Year 10	To identify a variety of employment rights and responsibilities in the UK To understand different issues related to employee rights To explore the gender pay gap in society	Employee, Employment Tribunal, Equality Act 2010, Equal opportunities, Trade union, dismissed	I know a range of employment rights and responsibilities I know the minimum amount per hour employees must be paid I understand the term 'Gender pay gap'	Living in the wider World	KS4 L16	N/A	N/A	Employability Skills	Community & Careers	(11) Preparing For Employability	(5) Investigating Work & Working Life
Understanding a Payslip	Life Beyond School	Year 10	To understand what the common features of a payslip are To be able to work out using calculations Gross Pay and Net Pay on a payslip To evaluate the importance of paying tax and NI contributions	BACS, Deductions, Payslip, Net Pay, Gross Pay, National Insurance, Salary, Tax, NI, Tax Code, PAYE	I understand how to interpret a payslip I know how to work out Gross Pay and Net Pay on a payslip I am aware of all the deductions that are likely to come out of my salary when I'm older	N/A	N/A	N/A	N/A	Employability Skills	N/A	(11) Preparing For Employability	(13) Developing Personal Financial Capabilities
Time Management - Technology	Life Beyond School	Year 11	Explore how technology and social media can negatively impact on your mental health To evaluate how technology and smartphones can both be rewarding and damaging in our lives	Addiction, FOMO, Blue Light, smartphone, Social media, Echo Chambers, Filter Bubbles	I am aware of the dangers associated with smart phones and screen addiction I understand what makes a good environment to sleep and study I can explain the benefits and drawbacks of increasing use and reliance on technology in my life	Living in the wider World		T2 - Internet Safety & Harmful Behaviour	N/A	Building For the Future	N/A	(1) Self-Awareness	(3) Self-improvement as a learner
LGBT (rights across the World)	Life Beyond School	Year 11	To understand the varying laws and laws on homosexuality across the world To explore the work of LGBT activists and the international community on combating the criminalisation of homosexuality To discuss and debate sensitive LGBT topics regarding religion, politics, law and homosexuality	Death penalty, Sharia law, Decriminalisation, Abolish Homosexuality, Discrimination	I can identify countries that have discriminatory laws against the LGBT community I understand how to improve LGBT rights around the world I can explain why the UK has a moral responsibility in helping to criminalise homosexuality around the globe	Relationships	KS3 R24 & R25 & R26 & KS4 R13	N/A	N/A	N/A	N/A		
Dealing With Exam Stress & Anxiety	Life Beyond School	Year 11	To understand the science behind 'fight or freeze' responses to stress To recognise that stress is only beneficial in the short term and can over the long term can effect you physically and emotionally To understand how stress affects mental health and wellbeing	Relaxation, stress and calmness responses to stress, Low cortisol levels, Cortisol, Stress hormone, Hormones, Meditation, Yoga, Diet	I can identify the symptoms of stress I know range of ways to deal with any exam stress I have I understand how different amounts of stress affect my performance and ability to think clearly	Health & Wellbeing	KS3 H5 KS4 H3 & H4	T6 - Health & Prevention	N/A	Next Steps	Building For the Future		
Social Media Validation Vs Reality	Life Beyond School	Year 11	To describe the differences between real life and social media life To explore the impact social media influencers have on society To identify coping strategies for social media wellness and improving self-esteem	Online Identity, Self Esteem, Addiction, Influencer, fake profiles	I am aware that what I see on social media is not reflective of real life I can explain the positive and negative impact following social media influencers has on me I can identify the four main ways social media stresses people	Health & Wellbeing	KS3 H18 & KS4 H10	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Digital Literacy	Esteem & Resilification		
Writing a Personal Statement	Life Beyond School	Year 11	To understand what a personal statement is To explore what a Personal Statement may be needed To understand what a Personal Statement is used for	Personal Statement, CV, Skills, Qualifications, University, Achievements, applications	I know why a Personal Statement is important I am able to write my own Personal Statement I understand when a Personal Statement may be required	Living in the wider World	N/A	N/A	N/A	Next Steps	N/A	(16) Handling Applications and Interviews	(17) Managing Changes & Transition
CV Writing	Life Beyond School	Year 11	To understand the purpose of a CV To understand how to create a clear and concise CV	Qualifications, Interests, hobbies, references & work experience	I understand why a CV is important I am confident in creating my own CV I understand how to buy a CV and what I should avoid in order to make a look professional	Living in the wider World	N/A	N/A	N/A	Next Steps	N/A	(16) Handling Applications and Interviews	(17) Managing Changes & Transition
Importance of sleep and Relaxation	Life Beyond School	Year 11	To describe what actually happens when we sleep To explore the benefits of good quality sleep To explain how to improve sleep quality and what to do to avoid sleep problems and support from friends	Routine, Regulation, Growth, Memory, Environment, Immunity, Sleep hygiene	I understand what happens to me when I sleep I can explain the benefits of good quality sleep I know a range of strategies to improve my sleep	Health & Wellbeing	KS3 H12	T6 - Health & Prevention	N/A	Health & Puberty	N/A		
Getting to Know People	Life Beyond School	Year 11	To understand the concept of trust I can explain what I have in common with others across my class To evaluate what it would take for people to trust me	Trust, Honesty, Integrity, Self Esteem, Politicians, Society, Characteristics	I can identify a range of people I trust in my life I know a lot about other people in my class I can identify positive character traits	Health & Wellbeing	KS3 H2 & H4	T1 - Mental wellbeing	N/A	Transition & Safety	N/A	(3) Self-improvement as a learner	(17) Managing Changes & Transition
Transition Point in Your life	Life Beyond School	Year 11	Describe how people's feelings change during stages of transition Describe your feelings during times you have experienced transitions Identify ways of coping with transition point and how to use them to apply them to future times of change in your life	Transition points, Career, Change, Risk, Reflection	I understand the term transition I can explain the different career transition points in secondary school and beyond I am able to reflect on the feelings experienced during transition	Relationships	KS3 R1 & KS4 R2	N/A	T2 - Respectful Relationships into Friendships	Transition & Safety	N/A	(17) Managing Changes & Transition	(3) Self-improvement as a learner
Careers and your Future	Life Beyond School	Year 11	To understand the meaning of the word career To be aware of how careers education can help you plan for the future Recognise the importance of making career choices based on 'SMART' ideas To be aware of what considerations are involved in making realistic choices	Careers, Skills, Qualities, Future Aspirations, Career, Opportunities	I am aware of how important careers education is I am aware of how not to limit my future career options I am aware of future opportunities in learning and work	Health & Wellbeing	KS3 H9 & H16	T6 - Health & Prevention	N/A	Developing As Skills & Aspirations	N/A	(2) Self-determination	(4) Exploring Careers and Career Development
FC - Financial Education	Life Beyond School	Year 11	To describe the concept of money To explore positive and negative uses for money To discuss how the government spends money to help the country	Budgeting, Currency, Money, wealth, transaction, debt, Exchange, Assets, HM Treasury	I can explain the three purposes of money I understand how money can influence the world in positive and negative ways I can identify key areas of government expenditure	N/A	N/A	N/A	N/A	Financial Decision Making	N/A	(13) Developing Personal Financial Capabilities	
What is Your Community	Life Beyond School	Year 11	To understand the concept of community and what makes a cohesive community To explore how British communities have changed over the past 60 years To evaluate how welcoming your local community is	Tolerance, Community, International, local, national, Community Cohesion	I can define community cohesion I understand the benefits of a multicultural society I know how to be an active member of my community	N/A	N/A	N/A	N/A	Esteem & Resilification	Diversity		
What are enterprise Skills	Life Beyond School	Year 11	To be able to effectively work as part of a team and research the issues and come up with solutions Apply this understanding by developing an area of 'School Enterprise' Evaluate what makes an effective and persuasive presentation, Role Play!	Life Skills, Enterprise, Entrepreneur, Teamwork, Leadership, Numeracy, Budget, Economy	I can work effectively as part of a team, I know what makes good team work and leadership I can confidently pitch my ideas to an audience	Living in the wider World	KS3 L15 & L16	N/A	N/A	Developing Life Skills & Aspirations	Employability Skills	(12) Showing Initiative & Enterprise	(3) Self-improvement as a learner
Proud to be me	Life Beyond School	Year 11	To identify what is important for you and what you expect from yourself, taking into account the beliefs and expectations that others have of you I can describe my self-esteem and understand ways to improve it To evaluate what self-love is	Emotions, Feelings, Thoughts, Past Behaviours, Understanding, Ambition, Ideal self Actual Self, Values	I can describe my own self-esteem I have aspirations and am looking forward to the future I can describe what self-love is	Health & Wellbeing	H2	N/A	N/A	Transition & Safety	Building Relationships	(2) Self-determination	(1) Self-Awareness
Careers interests and Jobs	Life Beyond School	Year 11	To help me think carefully about potential careers and focus on my interests and preferences To be aware that understanding myself and my interests will help shape my choices about KS4 Options and Future Career choice	Pharmacist, Jeweller, Optician, Barber, Malt/D, Forensics	I can identify a wide range of jobs I understand that each sector in society contains many career opportunities I know how to plan for my future career	N/A	N/A	N/A	N/A	Developing Life Skills & Aspirations	N/A	(4) Exploring Careers and Career Development	(10) Making the Most of Careers Information and Guidance (CEIAG)
Boosting Self Esteem	Life Beyond School	Year 11	To describe self-esteem and how it impacts someone life To explore ways to boost self-esteem To evaluate the impact negative self-talk can have on self-esteem	Self Esteem, Self Talk, body image, influencers, self-esteem, positivity, body image	I understand ways to boost self-esteem I can explain how the media and influencers may impact my self-esteem I can explain the importance of being body confident	Relationships		N/A	N/A	Building Relationships	N/A	(1) Self-Awareness	(2) Self-determination
FC - Labour Market Information	Life Beyond School	Year 11	To be aware of what Labour Market Information (LMI) is and how it can be useful to you To be able to use using LMI to get a realistic picture of the labour market which I will use to help me make decisions about future careers	Labour Market, Authority, Demography, globalisation, manufacturing, education, training	I understand what Labour Market Information is I can explain how it may impact local Labour Markets in the UK I can identify the main factors that impact Labour Market Information	N/A	N/A	N/A	N/A	Employability Skills	N/A	(7) Job & Labour Market Information	
FC - Exploring Careers	Life Beyond School	Year 11	To identify a wide range of UK job sectors To explore a wide variety of jobs To evaluate the different qualifications, starting salaries and duties of a wide range of jobs	Job description, salary, duties, progression, qualifications, GCSE, A levels, University, Skills	I can identify a range of different UK job sectors I know the starting salaries of a range of jobs I can explain my dream job or career	N/A	N/A	N/A	N/A	Savings Goals	N/A	(10) Making the Most of Careers Information and Guidance (CEIAG)	(4) Exploring Careers and Career Development
Failure to Succeed	Life Beyond School	Year 11	To understand how success and failure are often linked To explore what non-success people achieve incredible things To evaluate the importance of resilience and learning from mistakes and failures	Success, failure, motivation, resilience, Emotions, Mistakes, Leadership, opportunities	I can explain how success comes from failure I understand how to turn problems into opportunities I am a resilient person at school, home and in the community	Living in the wider World	R12	N/A	N/A	Mental Health	N/A	(2) Self-determination	(16) Handling Applications and Interviews
Social Media and Online Stress FOMO	Life Beyond School	Year 11	To explore the link between mental health and social media usage To identify coping strategies to manage online stress Recognise that social media sometimes does not reflect real life	Online, social media, posts, followers, Social currency, Online harassment, Selfies, Privacy, Cyber Bullying	I can explain what online stress is I understand the link between mental health and social media usage I know how to keep my online data safe	Health & Wellbeing	KS3 H18 & KS4 H10	T2 - Internet Safety & Harmful Behaviour	N/A	Emotional Wellbeing	N/A		
First Aid - How to Administer CPR (Defibrillators)	Life Beyond School	Year 11	To understand the vital importance of First Aid as a life saving skill how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries To understand how to put someone in the recovery position and when to contact emergency services	Defibrillator, CPR, Choking, Recovery Position, St John Ambulance, First Aid, Resuscitation, Choking, Jervays	I am confident in giving someone basic first aid I know how to perform CPR and put someone in the recovery position I understand how and when to use a defibrillator to save someone's life	Health & Wellbeing	KS3 H2 & KS4 H3	T7 - First Aid	N/A	Transition & Safety	Independence	(9) Identifying Safe Working Practices & Environments	
Importance of Happiness - Improving Mental Health	Life Beyond School	Year 11	To explore what happiness might mean to different people To explore why it is OK for us to explore our own feelings and emotions To evaluate what happiness is and how it can be improved	Belief, needs, wants, Ingestion, Future, dreams, ability	I can explain what happiness looks like for different people I can recognise my own emotions and how my feelings have an impact on my behaviour	Health & Wellbeing	KS3 H2 & H6	T1 - Mental wellbeing	N/A	N/A	Transition & Safety	(1) Self-Awareness	(2) Self-determination
Anger Management	Life Beyond School	Year 11	To understand the science behind why someone gets angry To explore how our thoughts and feelings can impact what we think and say To understand how to deal with anger and manage anger	Anger, Triggers, Conflict, Self-awareness, Emotions, Language, self-awareness	I understand the science behind being angry I can recognise when I'm getting angry and what my triggers are I am able to deal with my anger in a positive way	Relationships	KS3 R27 & R12	N/A	T2 - Respectful Relationships into Friendships	Respectful Relationships	N/A		
Employment & Financial Management	Life Beyond School	Year 11	To define terms such as financial capability and financial competence To understand the importance of budgeting throughout a person's life To know how to calculate your personal income tax liability	Budget, forecast, debt, savings, investments, financial competence, Financial capability	I understand how debt and borrowing money can impact on personal finance I am able to budget now and for the future I understand how income tax is calculated	N/A	N/A	N/A	N/A	V7 Financial Decision Making	Financial Decision Making	(13) Developing Personal Financial Capabilities	(5) Investigating Work & Working Life
Importance of saving money	Life Beyond School	Year 11	To define a variety of banking and financial key terms To understand the importance of saving money and the different methods of saving it To be able to identify the difference between essential and non-essential expenditure	DEPOSIT BOX, BRANCH, DEBIT CARD, BANK, ACCOUNT, NET OF, SPANTS, BUDGET, DEBIT	I understand the meanings of a wide range of financial key terms I can evaluate different ways of saving money I can explain the many advantages to having a bank account	N/A	N/A	N/A	N/A	V7 Financial Decision Making	Financial Decision Making	(15) Developing Personal Financial Capabilities	