

Year 7						
	Autumn Term – Starting	as we mean to go on	Spring term – Expre	ssing myself effectively	Summer term – N	laking good decisions
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wellbeing theme	Finding the Balance		Supporting myself and He	althy 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 Fortnight 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. • 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 an I as a leader? And an introduction to mental health.



 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 – Thi	nking with a clear Head	ing with a clear Head Summer term – Committin	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wellbeing theme	Finding the Balance		Supporting myself and	d 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		



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



Year 9 CE day	Lucy Faithfull HSB and CSE		Anti-Bullying 'Stand Against Violence'	Prevent (County Lines,		
RSE 'Respect yourself'	LOUDMOUTH Bully 4 U Secondary		NHS Careers	Knife Crime and		
	Kooth – Wellbeing Local Offer		Sexual Harassment	Extremism) Police.		
	Prevent		Child on Child Abuse	Safeguarding Update		
	British Values		E-Safety	Protected characteristics,		
	Protected Characteristics		Prevent	British Values.		
	Tootoot		British Values	Just Like Us LGBTQ+		
	County Lines		Protected Characteristics	Better Health/Every Mind		
	4 schools' virtual assembly			Matters PHE Bullying and		
	LOUDMOUTH - Working for			Online Bullying (PAC)		
	Marcus			Climate Change - Plastic		
				Free Communities and		
				'Sustainable' T&W		
				Medical Mavericks (Careers – NHS)		
Year 9	Voice and Body Language.	What is the difference	Impact of being	What does an organised	Pride and Pride in the	Competitive advantage.
Character Education	Working with others.	between managing and	offended and	person look like and	environment.	What's so good about
Year group assemblies a	3	leading and motivational	respecting those	organisation in the	Confidence	showing imitative?
reflection.	deliver feedback sensitively and	leadership. Motivating	who are not the	future. What	'what makes people	Initiative and growth
Organisation	how to handle receiving feedback	myself.	same as us	organisational	quit?'	mindset with solution
Them and Us	Healthy Minds and Mental Health	What is respect? Is my	Online behaviour.	techniques work for me?	Overcoming barriers	based and problem-based
Wellbeing		language respectful?	Content and	Content Structure and	and turning setbacks	thinking
Resilience		Breaking down language.	rhetoric. Social	rhetorical techniques	into success	The impact of valuing
PIXL Orate		Resilience	Media and			people and ways to show
Communicatio	n		Communication and			that you value people.
Initiative			Communication in			
E-Safety			the workplace			
Leadership						
accounting						

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Year 10						
	Autumn Term – Ownin	g my journey	Spring term – O	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 H	Healthy lifestyles	Heathy Minds	
Year 10 PSHEE Form time	Life Beyond School (Careers and Enterprise)	Rights responsibilities and British values	Life Beyond School Careers and	Relationships and Sex Education (RSE)	Celebrating Diversity and Equality	Health and Wellbeing/ Staying Safe Online and
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	How do my subjects link to Careers Targeted Advertising and Your data Consumer Rights Employer Rights Exploring a Paycheck Post 16 Options	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	Enterprise How to write a personal statement Writing your personal statement Interview Prep CV Writing Work Experience	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	Instagram generation Marriage and Family, what is it? Rights and responsibilities Consumer Rights Work experience	Offline (RSE) Child Abuse (CSE) Screen Time and Safe Use Mobiles Common Types of Menta 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	Mindset Assessment and Mind Training What organisational skills do I need	From setbacks to success Active learning Working independently	Physical Harm Psychological Harm Harm Online	What is my motivation Motivating myself How to build a portfolio	What is strong leadership? Using your heart and head	Mental Energy Confidence in speaking Appraisal and looking
reflection.Organisation	at school? Balancing importance and urgency	Performance Career Development		What do I find effective?		ahead Which apprenticeship



 Them and Us Wellbeing Resilience PIXL Orate Communication Initiative E-Safety Leadership Futures Power to perform 	Organising things and organising myself	The labour market	Helping 'them' groups at risk of harm How can we protect each other in society? Emotional, psychological and physical resilience	Giving and receiving constructive criticism Interviews	Command and Control versus Discuss and Decide Why do employers want leadership skills?	What is university and why go to one? Recharge Making Choices
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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 well Organ donatio Teenage pregr Alcohol and ba Importance of Re-visiting con Re-visiting STI ¹ Respect and re	n and blood donation hancy choice ad choices sexual heath traception s
Year 11 CE day RSE 'Respect yourself'	Careers FE and apprentiship 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	Breaking down the journey	Mental Health 1	Spotting a gap in the	Leadership and humility		
Year group assemblies and	Using PLCs to support resilience	Mental Health 2	market	When leaders make		
reflection.	Self-evaluation and self-criticism	Mental Health 3	Continual Challenge	mistakes		
Organisation	Presenting organised arguments	The 'echo' chamber	Positive thinking			



 Them and Us Wellbeing Resilience PIXL Orate Communication Initiative E-Safety Leadership Futures Power to perform 	Organising with clear communication Organisation and curricular studies	Disagreeing with people and disagreeing with opinions Career Pathways	Apprenticeships What courses are available at university? What are the different types of university?	How I react when things go wrong Mental Toughness 1 Mental Toughness 2 Mental Toughness 3
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ull School SMSC and	Owning and planning my	Remembrance Justice,	National Holocaust	Sacrifice		Student leadership
ritish Values Assemblies -	journey	gratitude and	Memorial Day	Personal sacrifice and		elections (Student Voice
	Taking responsibility for	compassion	People with different faiths,	random acts of		How citizens can influenc
	behaviours, showing initiative	Belonging	<mark>beliefs (or none) should be</mark>	kindness. (Respect for		decision-making through
<mark>emocracy</mark>	through of 'Charlton Expects'	Diversity and collective	accepted and tolerated.	other people).		the democratic process
	school vision and values.	responsibility.	Identifying and combatting	Acceptance that other		
ule of Law			discrimination.	people having different		Charlton Celebrates
	Harvest	Diversity and Equality		faiths or beliefs to		
dividual Liberty	Understanding how to	The importance of	UK Youth Parliament vote	oneself and should not		Celebrating achievement,
	contribute positively to the lives	identifying and	– Understanding	be the cause of		self-knowledge, self-
Iutual Respect	of those living and working in	combatting	democracy	prejudicial or		esteem and self-
	the locality of the school and to	discrimination. (Peer on		discriminatory		confidence.
plerance of those of	society more widely.	Peer abuse and	Expectations	<mark>behaviour.</mark>		
fferent faiths and beliefs		protected	Charlton Expects			
		characteristics)	behaviour reflection	Charlton Passion		
		a		Assembly		
		Christmas		Celebrating the Hidu		
		Mutual respect for and		festival of Holi, Christian		
		tolerance of those with different faiths and		Celebration of Easter and Muslim celebration		
		beliefs and for those				
				of Shab-e-Barat.		
		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				

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.



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



LESSON TITLE	Unit	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association C	PSHE Association - SS	tatutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Mo	CDI Framework	CDI Framework
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 interfinked To evaluate why conspiracy theories can be damaging to society	Conspiracy freories, extremism, extremist narratives, evidence, scrufiny	Iknow what a conspiracy theory is I understand what an extremist narrative is I understand why conspiracy theories are damaging to society	Living in the wider World	KS3 L25 KS4 L27	NA	NA	Digital Literacy	Extremism & Radicalisation		
Extremism in all its forms	Rights, Responsibilities & British Values		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, 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 extremism and terrorism	Living in the wider World	KS3 L26 KS4 L24			Extremism & Radicalisation	NA		
Terrorism (Far Right & Islamist)	Rights, Responsibilities & British Values		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	KS3 L26 KS4 L24			Extremism & Radicalisation	NUA		
What are British Values	Rights, Responsibilities & British Values		To explore if being British is still a positive identity for young people today To understand how supporting British values can help combat externism 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 lunderstand 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				Developing Life Skills & Aspirations	Extremism & Radicalisation		
The Radicalisation Process	Rights, Responsibilities & British Values		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	KS3 L26 KS4 L24			Extremism & Radicalisation	Digital Literacy		
How does Counter Terrorism Work?	Rights, Responsibilities & British Values		Iunderstand how counter terrorism works in the UK and the Prevent duty Iunderstand how to 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				Extremism & Radicalisation	NA		
Anti- Semitism	Rights, Responsibilities & British Values		To define the terms Zionism and Ané-Semitism To explore why jews have been persecuted in Europe over hundreds of years. To evaluate whether Jeremy Coty and the Labour Party are Ané- Semitic	Labour Party, Zionism, Anti- Zionist, Anti Semitic, Pogram, Persecution	I can define Zionism and Anti-Semifism I understand why Anti-Semifism has been in the news recently I can describe what a cohesive community looks like	NA			T2 - Respectful Relationships Inc Friendships		NA		
Critical thinking & Fake News	Rights, Responsibilities & British Values		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	K\$3 L25 K\$4 L27		NA	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 Iaw, 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 fo myself or a friend who is desling with homophobic abuse						NUA		
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	Iknow 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							
Exploring British Values	Rights, Responsibilities & British Values		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 UDHR 148, Council of Europe,	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							
Human Rights and their Importance	Rights, Responsibilities & British Values		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	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							
Balancing Human Rights	Rights, Responsibilities & British Values	Year 10	To explore how Human Rights are protected against in the UK come into conflicit 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							
Politics + Parliament 1 (Why is politics important)	Rights, Responsibilities & British Values		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 To describe the make up of parliament and the main roles it performs	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	NA							
Politics & Parliament 2 (How is the country run)	Rights, Responsibilities & British Values		To understand the role of a local MP. To evaluate whether MP's are doing a good job at running the country and representing our views in Partiament	House of Commons, House of	I can explain the differences between the two house of Parliament I can describe the role of a Local MPI can identify the features of a democratic country	NA							
Politics + Parliament 3 (Setting up a Party)	Rights, Responsibilities & British Values		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	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	NA							
Politicis + Parliament 4 (Campaigning)	Rights, Responsibilities & British Values		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	digital democracy, Campaign	I can explain how the Government is formed I understand the different types of elections held within the UKI can explain several reasons why voting is important I can define the terms advocate and devils advocate I can reconnise a	N/A							
Politics + Parliament 5 (Big Debates)	Rights, Responsibilities & British Values		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	wide range of views on a single topic I understand the arguments for and against lowering the voting age	NA							
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	NA				NA	NØA		
Law 3 - Desert Island Making Decisions)	Rights, Responsibilities & British Values	Year8	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, Brit Milah, Aqueegah, 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	NA				Settings Goals	NIA		
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 can explain how the criminal justice system treats young offenders. I can define legal rights and the rule of law	NA				NA	NIA		
Law 1 - Desert Island Living	Rights, Responsibilities & British Values	Year8	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	NA	KS3 R15			Settings Goals	NA		
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	NA				Settings Goals	NA		
Law 5 - How are laws made in society	Rights, Responsibilities & British Values	Year8	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	Green Paper, Consultation, Reciprocity	Iknow why society needs laws I understand how a bil becomes a law in the UK I can explain recent law changes in the UK	NA				NA	NA		
Law 6 - Prison, Reform and Punishment	Rights, Responsibilities & British Values	Year 8	To explain the types of punishments available in the UK To undestand the different theories behind punishing affenders To evaluate whether Prison is an effective form of punishment	Prison, Manslaughter, Reparation, retribution, Rehabilitation, Justice, incapacitation, deterrence, derunciation	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	NA							
Who is Boris Johnson	Rights, Responsibilities & British Values	Year7	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		I can explain how Bois 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	NA							



elebrating Diversity & Equality	1			Kou Tormo				_		PA Thomatio		CAREERS	
LESSON TITLE	Unit	YEAR	Learning Objectives	Key Terms -	Assessment Objectives	PSHE Association C	PSHE Association - S	Statutory Health	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CDI Framework	CDI Framework
	-			Literacy				2020		Model	woder		
GBT + What is it	ebrating Diversity & Equa		To define the acronym LGBTQ+ To explore a variety of LGBT+ Role Models in British society To understand the many different key	Homophobia, Gender, Sexuality,	I can explain the importance of celebrating LGBT+ History Month I understand the meaning of LGBTQA+ I can name a variety of LGBT+	Relationships	3 R24 & R25 & R26 & KS4 R	NA					
			terms and concepts that are used within this topic	Prejudice, discrimination	rolemodels								
			To reflect on the extent homophobia exists in schools To understand										
GBT + Homophobia in society	ebrating Diversity & Equa		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	1 KS3 R24 & R25 & R26 & KS	NA			Discrimination		
												_	
			empathise with how difficult it can be for young people to deal with/	ale al al al an	takes I understand why its wrong to use homophobic language								
			live with homophobia in modern day society										
upport someone (LGBT focus)	ebrating Diversity & Equa		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			Relationships	3 R24 & R25 & R26 & KS4 R	NJA					
			friend in need To explore why homophobia exists To explore how to assertively	Support, Community	if I heard it I can recognise passive, assertive and aggressive communication								
GBT - challenging Homophobia	ebrating Diversity & Equa		challenge homophobic language and phrases in school and everyday	Passive, Assertive, Aggressive,		Relatorships	3 R24 & R25 & R26 & KS4 R	N/A					
	equa		Ife To understand how to handle difficult people and uncomfortable	Homophobia	challenge homophobic when I see it in school	- Control on put							
		0	conversations										
ransphobia				ender Dysphoria, Transitioning, I biological, Hormones,	Inderstand what gender dysphoria is I understand the importance of celebrating the LGBT+ Community I feel confident in talking about trans	Relatorships	3 R24 & R25 & R26 & KS4 R	8.06					
i anspriobia	ebrating Diversity & Equa	Year8 e	how Trans people are treated throughout the world	transphobia	issues to other people and using the correct terms	Keistersnips	3 nz+ a nz0 a K20 å K54 K	- NA					
			To explore the concept of trust and what it means to 'come out' To		I know how to support someone carning out I know where to go far								
GBT - Coming out	ebrating Diversity & Equa		understand the thoughts, feeling and processes someone might be going through who is thinking of coming out. To evaluate what		extra information and support regarding LGBT issues I understand the	Relationships	3 R24 & R25 & R26 & KS4 R	t N/A	NA	Discrimination	Communication In Relationships		
			support networks are available to help support those in need	Closel, Rejection, Acceptance	issues faced by someone coming out								
/hat is your identity	ebrating Diversity & Equ		To understand the wide variety of aspects that make up ones identity To understand how different things might influence your identity. To		can describe my identity I understand a range of influences on my	Health & Welbeing	H2	NIA	NA	Discrimination	NA		
			understand that its OK to be different and to be proud of your identity	Religion, society	identity Tm able to express myself at home and at school								
ature Vs Nurture			Secure:To understand what makes up our identity Extended:To		Iunderstand the Nature Vs. Nurture debate I can describe the different stages of socialisation I understand what is socially acceptable and not				NA				
	ebrating Diversity & Equ		explore how our identity is formed Advanced: To evaluate what influences our identity the most	Nature, Nurture, socialisation		Living in the wider World		NPA	NVA	NA.			
			To explore the brief history of Anti-discriminations laws passed in the										
he Equality Act	ebrating Diversity & Equa	Year 7	UK To understand what characteristics are protected under the	Equality, Anti-discrimination laws,	Can name several anti-discrimination laws passed by the UK Government. I can name at least six protected characteristics. I can	Living in the wider World	KS4 L2 KS4 R6	NA	T2 - Respectful Relationships	Community & Careers			
			Equality Act 2010 To evaluate whether the UK is doing enough to	Legislation, Government									
			ensure equality opportunities for everyone	Prejudice, discrimination,	explain the difference between direct and indirect discrimination								
reaking Down Sterotypes - Gender / Age	ebrating Diversity & Equa		To define stereotyping and prejudice To explore why stereotyping still exists today To evaluate what can be done to challenge	stereotype, Tolerance,	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	Living in the wider World	KS3 L3 L4 and L7	NA		Community & Careers	Developing Life Skills &		
· · · ·			stereotypes To identify different forms of prejudice and discrimination egage,	Persecution, Injustice Prejudice, discrimination,	them I know the difference between prejudice and discrimination I understand								
rejudice and Discrimination	ebrating Diversity & Equa	Year7 r	acial, gender etc. To consider how we can ensure equality for all in — into	lerance, justice, Equality, Hate ho	w I can help support equality for all I can identify a range of	Living in the wider World	KS3L3L4 and L7	NA		Diversity	Discrimination		
-			society To evaluate how cohesive Britain really is	Crime, Home Office	characteristics that people are sometimes prejudiced by								
hallenging Islamophobia	ebrating Diversity & Equa		To define islam ophobia and give examples of it in UK society To explore where islam ophobia comes from To consider how the	Genocide, Harassment, Bullying, Discrimination, Prejudice, Muslim, is	understand the different forms hate crimes can take I can define samophobia and understand some of the causes I know the hierarchy	Living in the wider World	KS3L3 and L7	NA		Diversity	Discrimination		
			government and legislation are attempting to combat different forms										
			of discrimination.		of discriminatory ads								
			To understand the role international organisations play in the world	Sanctions, Agreements,	I can identify six organisations that the UK belongs to I understand the								
orld Issues - International Organisations	ebrating Diversity & Equa		To explore the history of the UN, NATO and the Commonwealth To de evaluate the importance of being a member to these organisations	mocracy, NATO, EU, WTO, work Commonwealth	and role of the UN and the Commonwealth I understand the benefits international organisations provide to the worlds people	NJA		NA			NA		
			To describe the purpose of the European Union To understand why	Brexiteer, Remainer, Europhile,	provide to the worlds people					1	1		
/orld Issues 2 - Brexit	ebrating Diversity & Equa		the Brexit referendum happened To evaluate the arguments for and	Eurocrat, Democracy, Referendum Independence	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		
			against Brexit	Sovereignty	e over ondersame a lange of arguments against breat					21			
/orld Issues 3 - Aid and Supporting other countries	ebrating Diversity & Equa	Veer 10	To describe a variety of ways the UK can help support other countries To understand the different issues impacting countries	Free Trade, Fair Trade, Aid, I	know the difference between Free trade and Fair trade I understand how one country can help another I know the differences between			A 1/A					
		Tear to	across the world To evaluate what support networks are available to		how one country can help another I know the differences between developing countries and developed countries	TSPA		DAPA -					

	farmers To understand the importance of being an ethical consumer	Producer, discrimination, forced labour	Fairtrade principles I am an ethical consumer
	To explore a variety of people who have successfully campaigned		I can identify a variety of peace symbols I can explain a range of factors
World Issues 6 - Peace and War + Conflict	for peace over the years To understand different symbol for peace F	Peace =A state where there is no	that cause conflict I can name a variety of peaceful activists and the
	used across the world To evaluate why some world conflicts are difficult o solve	war and fighting	causes they fought for
	To describe how diverse modern Britain is To explore the recent	Immigration, Emigration,	I can give examples of multicultural Britain I can explain why different
Multicultural Britain	history of migration to Britain To evaluate the concept of Britishness and whether multiculturalism works	Migration, Diversity, ethnicity, social, economic, political	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	I can explain how the role of wo	men has changed in society ¹ Equality, Suffrage, Suffragettes understand key events that have led to equal sight for women I can
	equal rights with men To evaluate what support networks are available to help support those in need	Representation Act	identify a variety of positive female role models
#MeToo and Times Up Movement	I can explain what the #MeToo movement is 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, Sexua harassment, Sexual Assault, Misconduct Equality	



Relationships and Sex Education												CAREERS	4
LESSON TITLE	Unit	YEAR	Learning Objectives	Literacy		Core Themes	Specific Links	2020	Statutory RSE 2020	Model	(2) FA - Memalic Model	CDI Framework CDI Framework	·
FGM			where sould cannot be have another provide the second the second test second to be a second to b	Banalis Coltra Elder	economic and social excuses made for committing FGM liknow how to support someone at rusk or rule	Relationships	HBK54R3K54R5			Families	Health & Puberty		
Sexting 'Nudes and Dick Picks'			Abroad Housing sexts To explore the reasons why some young people send sents, nucles and dick picks. To be able to deal efficively assertively with requests and pressure to send sexts	Pressure, Consent, Revenge Pressure, Consent, Revenge Porn, Consequences, Lake Down Policy	receiving sexts I know a good range of responses to arequestfor a sexting sexts I know a good range of responses to a request for a sextmessage I know where I can get further help and support on issues related to sexting and explicit images ending up online	Living in the wider World	KS4 L8 KS3 R36 R38	12 - Internet Satety & Plarmital Benaviour	T3-Online+Media	Intimate Relationships	Identity & Relationships		
Online Pomography (Myths vs. Reality)			To outline what is and is not legal in terms of pornography. To identify the differences between what is seen in porn and what happens in real life. To lock at the impact of porn on society and relationships	Revenge Porn, Extreme Porn, Sexting, Child Pornography, illegal.secul excitement.	Lunderstand which types of Pornography are illegal Lunderstand the differences between real life sex and Porn life sex. I can explain the impact porn is having on society and relationships	Relationships	K53R23 + K54R14K53 H18&Ks4H10	T2 - Internet Safety& Harmful Behaviour	T3-Online+Media	Intimate Relationships			
Domestic Abuse and Domestic Violence			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, Dom estic Abuse, Dom estic Violence, Intimidation, Emotional physical and sexual	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 strategles for leaving an abusive relationship	Relationships	K53 R 29 K54 R7	NA	T1 - Families	Respectful Relationships	NA		
Sexualisation of the media			The priori advance is examinating a To explore the impact assumitation of the media is having on senagers. To identify the links between body image and the medias refurence on 1.1 to any state whether shows the Lovi alland teach and the senager of the links of the senager of the senager of the senager of the links of the senager o	Abuse Social media influencers, Sexustration, ASA, Mental Health, Body Image	relationship I can describe the impact sexualization of the media is having on society I know what a positive or healthy body image is I can explain why comparing myself to those I see in the media can damage my mental headth and self eateem	Relationships	K53R23 + K54R14K53 H18& Ks4 H10	N/A	T3- Online + Media	Intimate Relationships	NA		
Unhealthy Relationships, Sexual Assault and Rpe			view ers about morals and ethics To explore the laws regarding rape and sexual assault. To understand how unheality behaviours and an imbalance of power in	Health, Body Image Sexual Assault, Rape, Genitals, Explicit, Consent, Abuse, Referral	mental health and aelf esteem I can recognise what behaviours are unacceptable in a healthy relationship i can explain the law in regard to sexual assault and rape 1 know the important qualities to look for in a future partner that will keep messale	Relationships	KS3 R 8 R6	NIA	T5-Intimate R & Sexual	Healthy Relationships	NAK		
Porn and its impact on Society - Lesson 2			a relationships, could lead to vidence, and sound assault. To explore what qualities to look for an abship look greate analysis. Understand the differences and similarities between sex in real relationships and that which is featured in pornography. Explore how comprone access to pornography canate as an affect attitudes and beliefs towed sex, relationships and set.	Centres Pornography, Culture, Sex, Begal, Legal, Society, Revenge Porn,	I understand why porn negatively influences peoples behaviours in	Relationships	K54 H6 K53 H12		T5-Intimate R & Sexual	Intimate Relationships	Healthy Relationships		
Peer on Peer Abuse	Relationship and Sex Education	Year 11	compron access to portopraphic materials can a mechanism of electronic access to portopraphic materials can a mechanism To define the term Peer on Peer abuse and understand what constitutes abuse To explore circumstances when peer pressure becomes peer abuse To evaluate what support networks are waitable to help support those in need		In porn I know what revenge porn is and the law surrounding it I can describe what abuse is I understand the different forms peer abuse can come in I know where to seek support and help if myself or a peer is suffering abuse	Relationships	K53 R29 K54 R7	NA	T1 - Families	Peer Influence, Substance	Healthy Relationships		
Fertility - what impacts it	Relationship and Sex Education	Year 11	To define and describe the human fertilisation process at a cellular level To explore what makes women and men fertile and understand	IVF, Gut Flora, Fertility, Internination, Fertilitation,	peer is suffering abuse I understand what impacts fertility for men and women I can explain lifestyle changes that improve fertility I can explain the process of IVF Treatment	Relationships	K54 R27	NA	T5- Intimate R & Sexual	Families	NA		
Alcohol, Parties and Bad Choices	Delationship and Env Education		ways to improve fertility. To unpertained the various ways women card become programs fluctured giver reasons where and second. To explore alcohol abuse and drive spiking and the risks associated with both To explusing what and who impacts our decisions about our wom health and the choices we make		Treatment I know the risks associated with house parties. I can explain how drinking alcohol impacts sensible decision making lakways try to take positive decisions in relation to my own health and safety	Balatanakim	K53 H28 & K54 R18		Health T5 - Intimate R & Sexual	European half and a			
			both To evaluate what and who impacts our declaions about our own heads and the choices we make To increase awareness of the importance of a young person's sexual health To explore common mytha about pregnancy and setting. Explore where to access further support, guidance and notice about sexual health	Sexual Health, STI,	I can define sexual health and reflect on my own I can explain the	Relationships	H11 K54 H6		Health T5- Intimate R & Sexual Health		Communicationin		
Importance of Sexual Health	Relationarip and Sex Loucation	Veile 11	Settley Epplore where to access further support, guidance and advice about askus health to unknown on units or come analysis and to the To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STIs or bath	Contraception, Sakual Health, Pregnancy IOU, Jongen agent, Hairth, repainer, Contraception Ring, Abstinence, Concom, Pill, Hemicom Tirush, Douche	I can derive associal health and reliated on my service team of the service of th	Keras cranvpa	R21 K54 R22		Health T5- Intimate R & Sexual	Gommunication In	Relationships		
Revisiting Contraception	Realionship and Sex Education		used by atterent types of people. To explore which forms of contraception protect against pregnancy, STIs or both To understand the importance of respecting others and especially			Relationships		NA	Flexit	Каласпатира	NA		
Respect Love and Relationships			To understand the importance of respecting others and especially brosse we are in a relationship with To be able to describe what love is and what love is not. To evaluate what support is available for commone in an abusive relationship. To uncertain an busive relation hip to uncertain and any error support on other program arrays are negative and the support of the support of the support of the performance of the support of the support of the support of the negative and the support of the support of the support of the performance of the support of the support of the support of the negative of the support of the support of the support of the support of the support of the support of the support of the support of the negative of the support of the	ACCESSING SERVICES, FEARS, HELP DISRESPECT, ABUSE, UNHEALTHY, COERCION	I can describe what love is and what love is not I can identify unhealthy features of a relationship. I understand the wide range of risks associated with online relationships.	Relationships	R12	NA	NA	Healthy Relationships	Communication In Relationships		
Revisiting STI's			Toincrease awareness of the process of a young person a sexual nearn consume on a carrie. To understand the americas between viral STIs and bacterial STIs	bealth	Unicersamo when happens as associat reservant on the training and the nisk of cancers between bacterial STIs and viral STIs I understand the nisk or cancering an u11 winn regard to various activities couples might engage in	Relationships	K53 H 12 & K54 R22	N/A.	NA	Communication in Presented to tapes	NIA		
Consent and Boundaries			Interminute subtraction is a subset. To othere serve the drive sectors between Vrat STIs and bacterial STIs understand what constitutes consent and why consent should arise are be respected. To evaluate why personal space and boundaries are important when growing up. To understand how to deal with situations in an absent we way.	Consent, Sett esseen, Boundaries, praise, essential, comfortable, retractable, active, peer pressure	an assertive manner	Relationships	KS3 R 19 R 20 & KS4 R 8 R 15	NA	T4- Being Safe	Building Relationships	NA		
What does it mean to be a man in 2020?			To describe what it means to be a man in 2020. To explore gender stereotypes of masculine men. To evaluate the characteristics of a "good man" and not a 'mans man'	Masculinity - qualities or attributes regarded as characteristic of men. SEGRETS, LIES,	I know what it means to be a man I know the difference between a mans man and a good man I am confident in showing my emotions	NA	K53 R84 R9	NA	T1 - Families	NA	NAK		
Managing Friendships & Relationships			To understand the different types of friendships that exist. To understandwhat an unhealthy relationship might look like To explore what being a true friend to someone really entails	DISCLOSURES, SELF- RELATIONSHIPS, Shubbing, Online Friends, Cyber Bullying	I can recognise if I have unhealthy friendships I understand the importance of not disclosing top much information to online friends I am a good triend most if not all of the time	Relationships	KS3 R1 and KS4 R2		F2- Respectful Relationships Inc Friendships		Peer Influence, Substance Use & Ganga		
What Makes a good Friend		Year 7	To understand the importance of friendship and the qualities makes a good friend. To understand what is needed to make positive relationships with friends. To evaluate why some friendships can be more beneficial than others.	Friendship, Loyalty, Trust, Toxic, qualities,		Relationships	KS3 R1 and KS4 R2	T1-Mental wellbeing	T2- Respectful Relationships Inc Friendships		Naik		
Respectand Relationships			To understand the wide range of relationships young people have To understand that different types of relationships will work in differentways. To consider the differences between people and earn how to respect those differences	Affection, independence, Respect, differences, understanding, diversity	Toldentify a wide arrange of different relationships I understand the differences between a friendship and a relationship I know how to respect the rights of others and celebrate our differences	Living in the wider World	K53L3L7K54L2&K54 R20	NA	F2- Respectful Relationships Inc Friendships	Building Relationships	NAK		
Being positive + Self Esteem			To understand that people can all feel the same range of emotions, but do not necessarily respond in the same way to similar situations To celebrate personal strengths and achievements and promote awareness of what can affect us	Opportunities, hopes, fears, worries, expectations, choices, problems, Positivity, Optimism	I regularly give other people compliments and try to be kind to others I can turn a problem into an opportunity I can explain my strengths and explain why it is important to be aware of my own em clions.	Relationships	KS3 R8	NA		Building Relationships	Paik		
Peer Pressure and Influence			To be able to explain why it is important to be confident and assertive. To understand how to cope with peer pressure To understand when peer pressure can go wrong and how it can make someone else feel	Pressure, Coercion, friends, Banter, Bullying, self esteem, Resilience, Independence	I can explain how peer pressure impacts people of all ages I understand the best way to deal with peer pressure I understand how I'm influenced and how my actions Influence others	Relationships	K53 R 19 R 20 & K54 R 8 R 15	NUA.		Building Relationships	Drugs & Alcohol		
RSE - Sexual Orientation		Year B	To understand the many different kay terms and concepts that are used within this topic To Explore and challenge LGBT+ prejudces and stereotypes that are out there. To understand the damaging impact homophobic language has on people	A Secuel, Pansecuel, Bisecuel, Queer, Heteroffexible, Heterosexual, Homosexual	I never use hom ophobic I ang uag e even in cas ual conversation T o understand and can define the wide range of a exualities that exist I understand where to turn to if I need more advice, support and information	Relationships	K53 R8& R9K54 R3				Communication In Relationships		
RSE - What is Gender Identity		Year B	To understand the many different key terms and concepts that are used within the topic To Explore and challenge LGPT - projudces and stream the topic To Explore and challenge LGPT - projudces and stream the topic to Explore and challenge LGPT - projudces the stream the topic topic topic topic topic topic topic To explore a range of language used with gender identity. To understand the Gender Recognition Act and the difference between the area of the topic topic topic and the topic	Transitioning, Cis Male, Cis Female, Gender Recognition Act, Transgendered, Sex Gender, Gender Dysphoria	I know the difference between sex and gender I am aware of the full spectrum of genders I understand the different options available to those transitioning	Relationships	K53 R8 & R9 K54 R3	NA			Communication In Relationships		
RSE - What is RSE		Year B	To understand the core aims of RSE in secondary schools. To understand how physical touch may be different in a sexual relationship to any other relationship. To explore what a healthy and	Consent, Conflict, Unhealthy, Abusive, Relationship, Compulsory, resilience. boundaries	I know what good Relationships and Sex Education is I am able to give good relationship advice to others. I can identify a range of rights that should be respected in a relationship.	Relationships			T3- Online+ Media	Building Relationships	NIA		
RSE - Dealing with Conflict	Relationship and Sex Education	Year B	To anothe send one of the entry of the where Common may social to industry of the cause of connect and send of these of connect resolution methods	International, distressed Consent, boundaries, values,	context a range or consist management as along lists in once same we assessed consists of consists two is the consistence of the consistence of the conflicts I may have in my relationships	Relationships	K53 H 18 & K54 H 10	N/A	~~	Respectful Relationships	N-A		
RSE - Healthy Respectful Relationships		Year B	Compare and contrast the characteristics of healthy and unhealthy relationships. Describe the potential impacts of power differences such as age, status or position within relationships. To define the term love and understand that it comes in many forms.	International, distressed Consent, boundaries, values, Sex, Relationships, trust, digrity, compromise, Friendships, respect	Identify what a healthy relationship locks and feels like Able to identify characteristics of an unhealthy relationship Recognise how healthy the relationships are that you have with others [can exclain what love is] understand the expectations that form a		K53 R5& K54 R2	NA	TS- Intimate R & Sexual Health	Identity & Relationships	Building Relationships		
RSE What is Love?		Year B	To understand the meaning of love between a couple and the expectations that form a positive romantic relationship	Feelings, love, relationships, friendships, jealousy, religion Abstinence, Barrier, Supress,	I can explain what love is I understand the expectations that form a paintive representation of the second	Relationships	Kill R5 & R15	NA		Building Relationships	NIA		
Introduction to Contraception		Year B	To describe the concept of abstinence To understand the three main other ways of reducing the risk of pregnancy To be able to identify a wide range of contraceptive methods. To understand the menstruel cycle and its role in human reproduction To understand how and use (sension and the reduction and the contract and the menstruel cycle and the reduction and the reduction and the reduction of the	Oestrogen, Progesterone, Copper, IUS, IUD, Contraception Oestrogen, luteal, follicular, oxulation, menstruation, tampon,	understand a range of issues to consider with regard to contraception choice I understand how and why feminine protection is so absorbent and effective. I understand the mean relative and the sets in the	Relationships	K53R21 & H11 H12 K54 R22	NA TA Chamberland	T5- Intimate R & Sexual Health		NA		
Periods and Menstrual Cycle		Year 8	To understand the menstrual cycle and its role in human reproduction To understand how and why femining protection is so absorbert and pody if you use the role of hor monose in the regulation of the pody if unabove.		I understand how and why feminine protection is so absorbent and effective. I understand the menatrual cycle and its role in human eggodycic understand there is of hormones in the regulation of the locan identify and label all the external parts of the female sexual in the second seco	Health & Wellbeing	117	T8- Changing Addescent body	NA	Independence	Health & Puberty		
FGM and the Law	Relationship and Sex Education	Year 9 Year 9	To revise the different parts of the female reproductive organs. To understand what FGM is and to know that FGM is illegal and where you can go for help and support roomaw terreger ourman or consent and thereas a surrounder get to understand the get and the surrounder participation of the to be the surrounder the get of the surrounder to be the surrounder of the to the surrounder the get of the surrounder to be the surrounder of the to the surrounder the surrounder to be the surrounder to be the surrounder to be the surrounder to be the surrounder to be the surrounder to be the surrounder to be the surrounder to be the surrounder to be the surrounder to be the su	Genitals, Hood, mutilation, Cultural, illegality, criminal	DBM/ Truncitions. I Can identify and Iabel all the sectors parts of the female accurate material and Iabel all the sectors parts of the female accurate material and the sector segment of the female accurate material and the sector segment of the sector sector accurate the sector sector sector sector sector sector accurate resource accurate and the sector sector sector sector accurate resource accurate accurate accurate accurate resource accurate accurate accurate accurate resource accurate accurate resource accurate accurate resource accurate accurate resource accurate accurate resource accurate accurate resource	Relationships	K53 R19	NA NA	T4 - Being Sale	Families Identity & Relationships	Health & Puberty		
Y9 Sexual consent & Law	Belationship and East Education		understand the consequences of sexual activity with no consent	legality Citoris, Penis, Masturbation, Oral	consent	Relationships	K54 R2 & K53 R15	110	T5- Intimate R & Sexual				
	Kensoning and sex Education		Todefine the term apleasure, masturbailon and sexual activities To explore the benefits and risks associated with masturbation. To evaluate risks associated with different sexual activities and identify high and low risk activities and ways to mitigate the high risk activities Understand the benefits of delaying sexual activity To know how to	Consent, Abuse, Rights,	Lear define the terms pleasure and masturbation and give examples of each I understand the benefits and take secondand with match bation understand and can evaluate the risks associated with different secual activities (understand the benefits of defairing secual activity I understand the	Prenanceverspac			Preaso	Healiny Healthorships	165A		
RSE - Delaying Sexual Activity			Understand the benefits of delaying sexual activity To know how to be assertive and deal with undue pressure Understand that you don't have to do anything you don't want to and consent andrespect for each other should be paramount in any relationship To understand the considerations to be taken before making a	Assertive, Passive and Aggressive	Importance of being assertive with others I will stick up for myself in any future relationships	NIA	K53 R 16 & R 17 K54 R21	NA	TS - Intimate R & Sexual Health		NA		-
RSE - Why have Sex?			To understand the considerations to be taken before making a relationship sexual. To understand the positive and negative reasons between the table of the second sequence of making a relationship result and the expectations of the second sequence of course and the expectations that form a positive relationship. To course and the expectations that form a positive relationship.	HAPPINESS, CORE QUALITIES, coltus, contraception	Iknow a range of things to consider before engaging in sexual relations Ican explain positive and negative reasons to have sex. I understand the full range of consequences of making a relationship sexual Understand the mainfeatures that helo to build a healthy relationship I	NIA	KS3 R30	NA	T5- Intimate R & Sexual Health		NA		
RSE - Relationships and partners			understand the non physical characteristics someone might look for in a future partner. To look at relationships and understand the			NIA	K53 R 16 & R17	NA	TS-Intimate R & Sexual Health		NA		
What are STI's? (Main Types)			factors necessary to develop a relationship Name at least five common STDs and how they are transmitted. Understand the tarm ranks are: <u>Compare</u> sexual behaviours that put people at high, low or no rank for SUP To describe the key symptoms and risks associated with a variety of	Parasitic. Chlamvdia. Svohilis. HIV, Contraception, Disease	Able to name at least 5 Sexually transmitted infections. Understand the 2/3 main groups of 577 as tat exist Able to describe some of the possible symptoms of having an 511 to describe some of the locan name a wide range of 517 s I understand the key symptoms and	Relationships	K53 H 12 & K54 R22	NA	TS- Intimate R & Sexual Health		NA		
Treating STI's & clinics			people at high, low or no risk to STD To describe heavy symptoms and risks associated with a variety of different STTs. To understand the importance of associated health diverses (GMM) mandwiry access provide an term unprotected as as shadd To understand how a variety of different forms of contraception work To be able to identify which hopps of contraception works be best	STD, Contraception, Bacterial, Viral, Parasitic IUD, IUS, Diaphragm, Patch.	I can name awide range of STI's I understand the key symptoms and risks associated with different STI's I understand the important role GUM clinics perform and what to expect from one I can name a wide range of contracting methods I understand how at	Relationships	H11 K54 H6	NA	TS- Intimate R & Sexual Health		NA		
Contraception - Fact Hunt / Show & Tell			used by different types of people To explore which forms of contraception protect against pregnancy, STI's or both	Injection, Vasectomy, Contraception Bing, Abstinance, Condom, Pill, Femidiam Condom, Condom Demonstrator,	I can name a wide range of contraceptive methods I understand how at least five different types of contraceptives work I know where I can access further reliable information on this topic	Relationships	K53 R21 & K54 R22		TS-Intimate R & Sexual Health				
Contraception - Condom lesson			To understand the correct steps for using an external or male condom Describe three obstacles to condom use and explain how they can be overcome to uncersus and one of the condom states and the states of external to be also do as more than the condom states and the states of external the also do as more than the condom states and the states of external the states of the states	C-Card Scheme, Contraception, Yeastinfection, Shaft latex. external Condom	Lunderstand how to overcome distilicate to condom use I am able to intended uses for fiscoural and non-fiscouraid condoms. "Joint state was been as a state of the state of	Relationships	H11 KS3 R21 KS4 R22	NA	TS- Intimate R & Sexual Health		Intimate Relationships		
Contraception Explored			The control of the co	Contraception King, Addanes, Condom, Pill, Femidom, Thrush	Loss we acception is can explain the symptoms of thrush in men and women I understand the importance of contraception and can evaluate the effectiveness of different methods	Relationships	H11 K53 R21 K54 R22	NA	Heath	Intimate Relationships	Kelaborahipa		
Sexual Harassment & Stalking			To define the terms statisting and harassment To explore the differences between litting and ascwait harassment To understand the laws surrounding Statisting and Harassment (PHA 1997, EA 2010 & PFA 2012) To define the terms HIV and AIDS and understand the difference To exclore the different wave HIV can be transmitted and how to		Ican define stalking and sexual harassment I know how the law responds to stalking and Harassment I know the differences between filting and sexual harassment	Relationships	K53 R16 R17 R21	NA	TS - Intimate R & Sexual Health	Healthy Relationships	Communication In Relationships		
HIV and AIDS			reduce the risk of transmission. To evaluate the importance of support International World Ada: Day. To understand the history of HIV and AIDS and understand the		Ican define HIV and AID 5 and explain the difference I understand the main ways HIV is transmitted from person to person I can explain the vital importance of World Aids Day	Relationships	K53 H 12 & K54 R22	NA	T5 - Intimate R & Sexual Health		Healthy Relationships		
HIV - Discrimination and Prejudice			recent advances in HV treatment and prevention. To explore hav the cycle of prejudice and discrimination towards HIV and AID S sufferers can be broken	HIV. AIDS. PrEP. PEP. Ani Viral, Infection, Immune system, CD4	Know the history of HIV and AIDS Understand the prejudice and discrimination HIV and AIDS sufferers face Understand the recent medical advances in HIV treatment and Prevention	Relationships	K53 H 12 & K54 R 22	NA	T5 - Intimate R & Sexual Health		Discrimination		



Staying Safe Online and Offline	(CAI	REERS
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			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 takk honour based violence and promote the equality of women in society.	Honour, Respect, Equality, Dishonour, HBV, Domestic Abuse	I can define honour, equality and distonour I understand the law relating to honour based violence I can evaluate the best way to tackle honour based violence in communities	Relationships	KS4 RS		T1 - Families		NA		
Forced Marriage + Breast Ironing + Flattening			To understand the terms; Forced marriage, breast ironing and child brides 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	(forced Marriage Protection Order) Forced Marriage Unit (FMO)	I can define forced marriage and Breastironing Lunderstand 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	K\$4 R5 K\$4 R7	NUA	T-i-Being Sate		Respectful Relationships		
Online Gambling (Games In App Purchases)			To understand the classifications of games, films, TV shows and music videos. To explore how online gaming can lead to gambing and skin betting. To evaluate the risks associated with online gaming and online gambling.		I can explain the roles of the BBFC and the PEG 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	K53L18 &L19 & L20 K54 L20	T2- Internet Safety & Harmful Debaviour	NA	Financial Decision Making	Digital Literacy		
Social Media Validation			I can explain the role of social media influencers. I understand the risks associated with social media validation and how to get rid of it I can evaluate how social media can impact my self esteem and mental health.	Validation, Addiction, Mental Health, Influences, Advertising, Youtubers, 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	K53H18&K54H10	T2- Internet Safety & Harmful Behaviour	NAK	NA	NA		
Keeping your data safe (social Networks)			To understand the importance of keeping personal online data safe To learn about online fraud and be aware of different types of online scams and tricks. To identify why the dark web can be so dangerous	Vishing, Phishing, Smishing, Fraud, Begaity, ID theft, Financial Ioss, Dark Web, Open Web	My personal online data is safe and protected I can recognise an onlin scam email when I see one I know how to protect myself and my famil from being a victim of online fraud	e Living in the wider World	K54 H10	T2- Internet Safety & Harmful Debaviour	T3 - Online + Media	Digital Literacy	NA	(16) Handling Applications and Interviews	
Causes of Knife Crime			To understand the causes behind the rise in 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 knifes and their families and friends		I understand the impact of carrying a knife on me and others I can explain how to tackle the causes behind people carrying knifes. I understand how to seek further advice and support in relation to knife crime	Relationships	H23K53R33R34	NIA	NA	Peer Influence, Substance Use & Ganga	NA		
Modern Day Slavery			To define the term 'Modern Day Silavery' To examine human rafficking to the UK and evaluate the governments response. To evaluate the best way to tackle modern day alavery in the UK and stroad	Slavery, Human Trafficking, Coercion, abduction, illegal Immigration, criminal gangs		Relationships	K54 R 5 K 54 R 7	NIA	T1 - Families	Families	NA		
Virtual Reality + Live Streaming +Gaming Online			To define the term augmented reality, virtual reality and streaming To explore the benefits and risks associated with Virtual Reality To explore the consequences associated with live streaming on the internet	Live Streaming, Augmented Reality, Virtual Reality, Gamergate, 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		T2- Internet Safety & Harmful Dehaviour	NA	NIK	NA		
Drugs - Substance Addiction		Year 11	To define the term substance addiction and understand the way drug seffect users To understand the different levels of drug use and realise the consequences of drug use onvide society To availuate what support networks are available to help support those in need	Inhalants, Huffing, VSA, Addiction, NHS, EXPERMENTAL, RECREATIONAL, DEPENDENT, PROBLEM, SITUATION Prescription Drugs	I understand what a substance addiction is 1 can explain how a substance addictionimpacts wider acciety I wouldknow how to help acmeone with an addiction	Health & Wellbeing	K53 H29	TS-Drugs+Tobacco+ Alcohol	NA	Exploring Influence	Peer Influence, Substance Uze & Gangs		
Drugs - New Psychoactive Substances (Old Legal Highs)			To define the term New Psychoactive Substances and give examples To explore why NPS drugs are so dangerous to society To understand how to protect yourself from peer pressure to experiment with NPS drugs	Synthetic Cannabinoids, NPS, United Nations, Synthetic, Chemistry, Replacements, Stimularts, Legal Highs, Designer drugs	I can define a new psychoactive substance and give an example I understand the dangers associated with NPS drugs I know how to handle potential peer pressure to experiment with drugs	Health& Wellbeing	K53H25& K54H15H26		NIK	NA	Drugs & Alcohol		
Drugs - Festivals and Nitrous Oxide			To understand the risks associated with parties and festivals and experimenting with drugs To understand how to stay safe at a festival or a party To evaluate whether drug testing tents at festivals will reduce drug related deaths at festivals	Glastonbury, NP5, Laughing Gas, Euphoria, Nauseas, Disassociation	Iknow the risks associated with attending parties and festivals Iknow how to keep myself safe I can explain the dangerous consequences of experimenting with drugs (NPS) at festivals	Health & Wellbeing	K53H25& K54H15						
Drugs and the War on Drugs		Year 11	To describe how drugs are manufactured and trafficked globally. To explore how different countries are dealing with the drugs trade. To evaluate how governments can tackle the illicit drugs trade.	Traficións, drus mules, Products, end users, manufacturers, 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 blight of drug trafficking and drug cartels on society.	Health & Wellbeing	K53 H26 H17	TS- Drugs + Tobacco + Alcohol			NA		
Cosmetic and Aesthetic procedures			To understand the differences between aesthetic and cosmetic procedures To explore negative and positive effects of undertaking hese procedures. To evaluate what influences people to the point hey feel the need to change their appearance for society.	Botox, Lip Fillers, Cosmetic Procedures, Breast augmentation. Breat reduction. Aesthetic	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 influences on people to change the way they look.	Health & Wellbeing	1111			Independence	NA		
Online Reputation and Digital Footprints		Year 11	To define the terms digital footprints and online reputation. To understand the importance of an online audit of yourself. To understand why and how to build an online personal brand	Online reputation, Digital Footprint, Personal Branding, CV , Censorship		Living in the wider World		T2- Internet Safety & Harmful Dehaviour	T3- Online + Media	Employability Skils	Digital Literacy	(16) Handling Applications and Interviews	
Why not to join a gang			Understand the causes of why young people might want to join a gang. Understand the consequences of breaking the law and engaging incriminal behaviour. Come upwith solutions for preventing young people turning togangs.	Gangs, Criminal Behaviour, County Lines, Discharge, Custodial Sentence	I can spot gang member Behaviour and avoid it I understand why some young people join gangs. I understand the range of punishments available for breaking the law	Relationships	H23K53R33R34	NIA	NIA	Per Influence, Substance Use & Ganga	NA		
Staying Safe Online (social Networks)			Can explain what a gut feeling is and how it links to my intuition 1 can identify a range of risks associated with 'baing online' 1 know how to migate any potential risks associated with being 'online' and where to go to seek further help and support	Grooming, Gambling, Scams, Data, Social networking, Exploitations, Cyber Bullying	I listen to my gut feeling about online situations and choices. I understand a wide range of risks associated with internet use I know how to reduce the risks associated with 'being online'	Relationships	K\$3 R28	T2- Internet Safety & Harmful Dehaviour	T3 - Online + Media		Digital Literacy		
Fortnite and Safety in Gaming			To define what a gaming addiction is and recognise symptom of it To explore the benefits and risks associated with online gaming including grooming of players. To evaluate what support networks are available to help support those in need	Grooming, Addiction, Online safety, Fake Profiles, Noob, Frag, Respewn, sunk cost fallacy	I can define a gaming addiction I understand a range of risks associated with online gaming. I understand the importance of reporting anything suspicious I see or hear online	Living in the wider World	K53L18 &L19 & L20 K54 L20	T2- Internet Safety & Harmful Behaviour	NIA				
Drugs - Alcohol			To understand how alcohol impacts the body. To explore the consequences of alcohol missues. To evaluate the negative impact alcohol use is having on wider society.	Physical, Psychological, social, units, ethanol	Iknow 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 impact alcohol misuse is having on societ	Health& Wellbeing	K53 H20 K53 H25 H24 H28	TS-Drugs+Tobacco+ Alcohol	NA		Drugs & Alcohol		
Drugs - Nicotine			I can explain the harmful chemicals that are contained within a cigarettel understand the impacts smoking has on the body. To evaluate how effective the government has been in helping people to guitsmoking	CarbonMonoside, Ammoria, Vaping, Ferility, Nicoline, tar, chemicalis	I understand all the health consequences of smoking I understand how the government is helping people to quitsmoking I will never become a smoker when I'm older	Health & Wellbeing	K53 H 28 & H31		NA		Drugs & Alcohol		
Drugs - E-Cigs, Vaping and Shisha			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 n High Street Vape Shops	E-Cigarettes, Vaping, Vaporiser, Vape Shops, Cotton, Colls, E- Julces,	I know the difference between smoking and vaping I understand the risks associated with vaping I will never take up vaping when I'm older	Health & Wellbeing	K53 H28 & H31		NIA	Drugs & Alcohol	NA		
Energy Drinks and Caffeine - Drugs			To understand how much sugar and caffeine are in a range of drinks. To explore the health risks associated with energy drinks. To understand the importance of making healthy life choices. To explain why it is wrong to ever carry a knife To understand the	Sugar, Taurine, Caffeine, Consumption, Coffee, Insomnia	I know which drinks are high in sugar content. I am able to make healthy choice with regards to what I drink I understand the risks associated with Energy drinks.	Health& Wellbeing		TS- Drug s + Tobacco + Alcohol	NIA				
Why not to Carry a knife		Year 7	legal, emotional and physical consequences of carrying a knife. To understand how knife crime impacts families and communities	Murder, Courts, Home Office, UK Drill Music	I know the risks associated with carrying a krife I understand the impact carrying a krife has on family and friends I would never resort to carrying a krife under any circumstance	Relationships	H23 K53 R 33 R 34	NA	NIA		NA		
County Lines - What is it (Gang Culture)		Year B			I know what county lines is and some of the terminology used I understand where I can go for help if I feel threated by County Lines gargs I understand how county line garg s operate and the dangers of getting involved.	Relationships	K53 R 33 R 34	NA	NIA	Peer Influence, Substance Use & Ganga	Exploring Influence		
County Lines - Who is at risk		Year B	To understand who County Lines Gangs target and why To identify the signs that some one is being exploited To understand how county lines Gangs use Pay-choogical, financial and physical methods to make people feel trapped	Physical, Phycological, Financial, Trap House, Criminal Responsibility	Ican explain how gang a make people feel trapped I can recognise when a friendia involved with County Lines. I understand the groups of people County line Gang a target and why	Relationships	H23K53R33&K5R34	NA	NA	Peer Influence, Substance Use & Ganga	Exploring Influence		
Substance Misuse		Year B	To define the term substance misuse and understand the way drug s effect users To explore why people misuse substances: To evaluate what support networks are available to help support those in need To understand how to star use and only need to be the support these in the	Substance abuse, Dependence, Intoxication, Withdrawal, substance, impairment, anxiety, Exploitation, Grooming,	I can define substance misuse and substance dependency I know how drug simpact the body I can identify a range of factors that may lead to someone abusing drugs	Health & Wellbeing	K53H27H28H16H17	TS-Drugs+Tobacco+ Alcohol	NA	Drug s & Alcohol	Exploring Influence		
Grooming (Boys & Girls)		Year D	To understand how to stay safe online from grooming Toknow how to spot a fake profile and catilishers. To know where to seek specialist support and advice to help anyone including yourself who a strink. To understand how alcohol impacts the body. To explore the	Catishing, Fake Profiles, Deception, Anonymous, Trust, CEOP	I can spot a fake profile online I understand what online grooming is and how peoplem ay try to gain my trust in order to abuse it 1 know where to report online issues and to seek further advice and support	Relationships	K53 R28	T2- Internet Safety & Harmful Behaviour	T1 - Families	Digital Literacy	NA		
Drugs - Alcohol and Society		Year 0	To understand how alcohd impacts the body. To explore the correspuence of alcohd mixator. To evaluate the negative impact alcoho tuse is having on vider acciety (can explain how alcohol is measured and whet limits are for addlst. To explore the explore the second	Physical, Psychological, social, units, ethanolUnits, Spirits, Ethanol, Beer, Larger, Wine, Binge Drinking, Shots	Know what sicehol is and the different forms it comes in I can esplain the short and long term impacts of alcohol use I can esplain the impact alcohol misuse is having on society understand how alcohol strength is measured I can recognise bring e drinking when I see it I understand the consequences of consuming alcohol	Health & Wellbeing	K53 H20 H24 H28			Drugs & Alcohol	Peer Influence, Substance Use & Gangs		
Cyber Bullying and online safety		Year B	Describe the meaning of bullying and cyberbullying and the impact it can have on an individual Explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour. To know how to manage oneself appropriately online	Troling, Cyber Bullying, Abuse, Contact, Conduct, Harassment, Strategies	I can define trolling, cyber bullying and harassment I understand how online behaviour can impact my mental health and well-being I know how to prevent and respond to cyber bullies	Health & Wellbeing	H23	T2- Internet Safety & Harmful Behaviour	T3- Online + Media	Diversity	NA		
CEOP LEsson		Year B	To define child sexual exploitation and be able to give examples. To explore a variety of risks and dangers related to being online. To evaluate how to reduce the risks associated with being online	Child Sexual Exploitation, Grooming, Influence, Coercion, Manipulation, Bribery	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	K53 R28	T2- Internet Safety & Harmful Behaviour	T3 - Online + Media		NA		
Volatile Substance Abuse			To define the term Volatile Substance Abuse To explore the short term, long term and chronic effects of VSA To evaluate what harm VSA is having on this individual and on society and what can be done to help those who abuse	Volatile Substance Abuse, New Psychoactive Substances, Addiction, Chronic Effects	I can define Volatile Substance Abuse I can explain the short and long term effects of VSA I can identify why some thing sare more socially acceptable than others	Health& Wellbeing	K53H28H16H17				NA		
Drugs - Cannabis Products			To understand the different forms and street names given to cannable. To explore why some people take cannable. To evaluate whether cannable should be legalized in the UK	Cannabis, THC, CBD Products, Cannabis Oil, Legality, Class B	I understand the different forms cannabis comes in I know the legal status of Cannabis I can evaluate the arguments for and against legalisation of cannabis	Health & Wellbeing	K53 H 28 & H 31 H 26			Exploring Influence	Drugs & Alcohol		
Drugs and their Classifications			To consider the differences classification of drugs To explore the legal classifications of 36 drugs To understandkey aspects of the UK's drug policy	Class A, Class B, Class C, Supply, Possesion, Distribution, Psychoactive Substances , Medicine Act 1986	I can explain the different legal classifications of drugs. I can define and identify psychoactive substances I can identify different ways drugs can cause harm to society.	Health & Wellbeing	K53 H26			Drugs & Alcohol	NA		
Drugs - Illegal Drugs (Party Drugs)			To explore the way 'party' drugs effect users and can put them in very dangerous situations To learn about a range of illegal drugs (Magic Mushrooms, MDMA, Ecstaay, L2D) To explore the link between county line gangs and drugs (deal lines)	Shrooms, Psychoactive, Hallucinogenic, LSD, MDMA, Cocaine: Stimulant Acid. Trio. Class A	Identify the risks associated withilleg al 'party' drugs To understand how gang a profit from theilleg al drugs market at the expense of young people To understand why drugs can become so addictive for the users	Health & Wellbeing	K53H25& K54H15		NA	Exploring Influence	NA		
Drugs Illegal - (Class A and B)			To learn more about a variety of Class A and B drugs and the impact these drugs have on society. To explore the physical and mental impact these drugs have on users. To evaluate what support networks are available to help support those who use drugs as a coping mechanism or addicted to drugs.		I understand the risks as sociated with taking illegal drugs I can explain the negative impact drug abuse has on society I know where to source reliable and credible drugs information from	Health & Wellbeing	K53H25& K54H15		NA		NA		
Introduction to Drugs Education (Lesson 1)			To define the term drug and understand the different forms it can take To explore why people use drugs To evaluate the impact drug use is having on society.	Inhalants, Huffing, VSA, Addiction, NHS, Prescription drugs, Socially acceptable, Chronic Disease	Iknow what different types of drugs are I understand a range of things people can become addicted to I understand how experimenting with drugs can impact me and my family	Health & Wellbeing	K53H25& K54H15		NA	Peer Influence, Substance Use & Ganga	NA		
Different Types of Addictions	aving Safe Online & Off		To define the term substance addiction To understand the different types of addictions that people can have To evaluate whether sugar a more addictive than cocaine	Inhalants, Gaming, Sugar, Nicotine, Alcohol, Prescription Drugs, Social Media, Substance	I can define an addiction I can name a wide range of things people can become addicted to I understand the problems linked to an addiction	Health & Wellbeing	H25& K54H15		NJA				



LESSON TITLE	Unit	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association Core Themes	PSHEAssociation - Specific Links	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CDI Framework	CDI Framewor
hild Sexual Abuse (CSE)		Year 10	To define the term sexual abuse and understand the law 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 abusers I know where to get help if a friend or myself is being sexually abused	Relationships	KS4 R5 KS4 R7	NA	T2 - Respectful Relationships Inc Friendships	NA	Communication In Relationships		
creen Time & Safe use of Mobile Phones		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		Health & Wellbeing	KS4 H3 H21 KS4 L7	T2 - Internet Safety & Harmful Behaviour	NA	NA	Building Relationships		
uicide (Thought and Feelings)		Year 10	Be able to identify warming signs that you or a loved one are thinking about or contemplating suicide. To understand how music can be used to help support people through 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 playlists of songs that make me happy	Health & Wellbeing	н	NA	NA	NA	Emotional Wellbeing		
off Harm (Causes and Support available)		Year 10	To understand that self harm is a behaviour and not an illness. To understand that people who self harm are trying to communicate that they are disteased. To evaluate what support networks are available to help those that are self harming.	Self Harm, Self-Poisoning, Self Injury, Sensitivity, Samaritans, CalmHarm 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	н	NA	NA	Emotional Wellbeing	NA		
ommon Types of Mental III Health (Anxiety, Stress and D		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 inow how to support someone with their mental health	Health & Wellbeing	KS4 H4	T1 - Mental wellbeing	NA	Mental Health	NA		
omoting Emotional Wellbeing (Exercise and Mental We		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	Welbeing, 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	KS4 H3 & H2 KS3 H5	T1 - Mental wellbeing		Emotional Wellbeing	NA		
aysical Health - Cancer (Testicular)			I know the risk factors and common symptoms of testicular cancer I understand how to perform a testicular self examination I understand how difficult prostate cancer can be to detect	Prostate Can cer, Testicular cancer, examination, malignant, tumours, self-examination, bladder	Ican 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	Ks4 H18	T6 -Health & Prevention	NA	Healthy Lifestyles	Independence		
sysical Health - Cancer (Cervical and Breast)			I know the risk factors and common symptoms of breast cancer I understand how to perform a breast self-examination I understand the importance of a smear test and cervical screening	Breast Cancer, self - examination, malignant, tumours, Cervical, Smear test, Ovarian Cancer	I can explain the signs and symptoms of breasts cancer I know how to conduct a self-examination of mine or my gitffriends breasts I understand the significance of a smear test and cervical screening	Health & Wellbeing	KS4 H18	T6 -Health & Prevention	NA	Independence			
gan donation and Blood Donation			To be aware of blood donation, and other forms of donation, including stem cell donation. To understand how the law on 20th May 2020 is changing in relation to Organ Donation. To evaluate the medical ethics of gene technology and stem cell research	Organ donation, Donor, transplant, Gene technology, Blood, Liver disease,	I am aware of different forms of organ donation and the NHS waiting lists 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 + Welbeing	NA	Independence	NA		
eenage Pregnancy - Choices			To understand the consequences of an unplanned pregnancy To know what to do if you think you or a friend is pregnant. To understand the options available for unplanned pregnancies	Abortion, Miscarriage, Pregnancy, Fertility, Adoption, GP , Pregnancy Test	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	KS4 R35 & R25 & R26	NA	T5 - Intimate R & Sexual Health	Intimate Relationships	NA		
portion (Laws, Moral, Thoughts and Feelings)			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 and Northern I reland	Conception, abortion, Conceive, Contraception, Moral, Rights, Pro- life, Pro-choice		Relationships	K84 R25	NA	T5 - Intimate R & Sexual Health	Families	NA		
SE Love and Abuse		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	KS3 R29 KS4 R7	NA	T1 - Families	Respectful Relationships	NA		
troduction to Puberty			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 the m. Wi 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	NA	Health & Puberty	NIA.		
uberty - Girls (Periods DOUBLE LESSON)			To understand the physical and emotional changes that happen to girk during puberty I understand the basics of the menstrual cycle and the range of feminine protection products available	Oestrogen, Progesterone, Tampon, Sanitary Towel, Panty Liner, Menstruation, Period, Fertilisation, Ova	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	KS3 H7	T8 - Changing Adolescent body	NA	Health & Puberty	NA		
uberty - Boys (Wet dreams + Erections)		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, testicle, Erections 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	KS3 H7	T8 - Changing Adolescent body	NA	Health & Puberty	NA		
uberty - Personal Hygiene		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.	Deodorant, antiperspirant, Hygiene, bacteria	I understand the causes of body odour and how to prevent it I can explain how personal hygiene links to a healthy body I understand how to achieve high standards of personal hygiene	Health & Wellbeing	KS3 H7 & H9 KS4 H7	T6 -Health & Prevention	NA	Health & Puberty	NA		
uberty - Growing Up (Menstruation and FGM)		Year 7	To understand a range of issues that may impact you as you grow up to be an adult. To understand there are some cultural practices in the world that do not respect 'your body your rules' principle and are legal and dangerous	Menstruation, FGM, Brest ironing, Breast flattening, Impotence	I know how to look after my best interests in the future. I understand a range of outural practices that are illegal and damaging for young people. I understand the dangers of FGM and how to stop 8 from happening	Health & Wellbeing	KS3 H7	T8 - Changing Adolescent body	NA	Health & Puberty	NA		
uberty - Assertivness, consent & Hormones			Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. 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 assentive way	Health & Wellbeing	KS3 H7	T8 - Changing Adolescent body	NA.	Peer Influence, Substance Use & Gangs	Health & Puberty		
uberty - Self Esteem + Empowerment		Year 7	To describe the concept of self esteem and recognise behaviours inked 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 activist	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		Mental Health	NA]	
ealth & 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	Balan ced Diet, Exercise, Mental Health, Physical Health, Mental Health Act, Vitamins	identify healthy and unhealthy habits people have I know a range of suggestions to improve my own wellbeing	NA	KS3 H5 & H6 KS4 H8	T1 - Mental wellbeing	NA	Healthy Lifestyles	NA		
hild Abuse (Physical and Emotional and Neglect))			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, Matreatment, 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	KS4 R5 KS4 R7	NA	T2 - Respectful Relationships Inc Friendships	NA	Communication In Relationships		
vpes of Bullying & Responding to Bullying			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 infimidiating behaviour. Explain where to seek support and advice on bullying/cyberbullying	Banter, Bullying, Cyber Bullying, Homophobic Bullying, Work Place bullying, Physical , Verbal	I can describe the impact bullying and banter has on people I can define and explain different types of bullying I can evaluate the way I treat other people	Relationships	KS3 R28	NA.	T2 - Respectful Relationships Inc Friendships	Diversity	NA		
/hat is Mental Health?		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 itnesses and know some strategies to maintain positive mental wellbeing	PTSD, Anxiety, Depression, Physical, Mental, Welbeing, Stress, Mental illness, 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 &	T1 - Mental wellbeing	NA.	Emotional Wellbeing	NA		
ositive Body Image		Year 8	To understand what body image is: To explore what impacts body image for boys and giffs: To understand ways someone can improve theirown oral friends self-esteem.	Social media, selfie, body image, healthy, Tikes', body confidence, editing, celebitties, filters, followers, attention, comments	I can define the term body image I understand the pressures social modia and society places on body image I know ways to raise my own self esteem and that of others	Health & Wellbeing	KS3 H18 & KS4 H10	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media				
ealthy Eating and cholesterol		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 abematives	Monounsaturated Fats & Polyunsaturated Fats, Cholesterol	I know what a balanced diet should consist of I can explain the difference between good and bad cholesterol I know ways to subsitute unhealthy snacks with healthy snacks	Health & Wellbeing	KS3 H16 & H17	T6 -Health & Prevention	T4 - Being Sate	Healthy Lifestyles	NA		
ress What is it L1		Year 8	To gain an understanding into what causes stress and how to deal with it. To recognise a lot of our more pleasurable times are when we are engaging with the world through our senses rather than thoughts.	Anxiety, stress, coping, strategy, anger, emotions, hormones, reactions	do to try and relieve stress I can explain the long term impact of stress on the body and mind	Health & Wellbeing		T1 - Mental wellbeing	NA	Building For the Future	NA		
hat is a Penis - Body confidence		Year 9	To explore what a penis is and the make up of a sperm cell. To understand the make reproductive system. To understand the role testosterone plays in the body.	Penis, Urethra, Scrotum, Testicle, Bladder, prostate 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 body	Health & Wellbeing	KS3 H7	T8 - Changing Adolescent body	NA	NA	Mental Health		
hat is a vulva - Body Confidence		Year 9	To explore what a vulva is and the make up of the vagina To understand the female reproductive systems. To understand the importance of cervical sciencing.	Vulva, Vagina, Labia, Mons Pubis, Cervix, Uterus, Womb, clitoris	I know the difference between a vulva and a vagina I can label correctly all parts of the female reproductive system I can explain what cervical screening is	Health & Wellbeing	KS3 H7	T8 - Changing Adolescent body	NA	NA	Mental Health		
BT - Bullying in all its forms		Year 9	I can define all three forms of HBT Bullying To explore the impact HBT Bullying is having on young people in society. To evaluate what support schools and students can give to those impacted by the effects of HBT bullying.	Homophobia, Biphobia, Transphobia, Bully, Victim, Racism	I know 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 KS3 R24 & R25 & R26 & KS4 R13	NA	T1 - Families	Identity & Relationships	Diversity		
ealing with Grief and Loss (& stages)			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, Bargaining, Acceptance, Loss, Trauma, depression	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	KS3 R12 KS4 R10 R11	NA	NA.	Families	Mental Health		
edia and Air brushing (unrealistic Body image Expectati		Year 9	To describe how photo editing and air brushing are contributing to a false sense of beauty. To explore what it means to be body positive and body neutral. To evaluate the impact advertisements are having on our self esteem.	Airbrushing, Digital media, Photoshop, Body positivity, insecurity, foundation, body neutrality	I know how unrealistic the images I see in the media are I can describe what it means to be body positive and body neutral I can explain the link between airbrushing and photo editing and self esteem	Health & Wellbeing	KS3 H18 & KS4 H10	T2 -Internet Safety & Harmful Behaviour	T3 - Online + Media	Building Relationships	NA.		
ow Self Esteem Changes		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 many different ways.	Self-esteem, Resilience, Positive self talk, butterfly effect, Cerebellum	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	NA	Transition & Safety	Building For the Future	(1) Self-Awareness	
ancer Prevention + Healthy lifestyles			To explore the health benefits of living a healthy lifestyle To explore how diet, stress and life situations can impact on health To evaluate the latest research on cancer prevention and healthy lifestyle choices	Cancer, Prevention, Industrial Farming, Vegans, Industry, stress, diet, immunity, mainutrition.	I make healthy choices in my lifestyle I understand some of the latest research on cancer prevention I can explain how diet, stress and life situations impact on physical health	Health & Wellbeing	K83 H32	T6 -Health & Prevention	NA	Independence	Healthy Lifestyles		



Life Beyond School				Key Terms -		PSHE Association	PSHE Association -	Statutory Health		PA - Thematic	(2) PA - Thematic		EERS
LESSON TITLE	Unit	YEAR	Learning Objectives	Literacy	Assessment Objectives	Core Themes		2020	Statutory RSE 2020	Model	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 howhyper edited social media can distort our view on the real world. To explore what makes social media sites so popular	Esteem, Vloggers, Streaming, Childline, Instagram, Selfie	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 seteem	Health & Wellbeing	KS3 H18 & KS4 H10	T2 - Internet Safety & Harmful Behaviour	NA		NA		
FC - Targeted Advertising - Online			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 Advertisement Standards Agency I know when I am being subjected to targeted advertisements online	Living in the wider World	KS3L18&L19&L20KS4 L20	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Digital Literacy	N/A	(12) Showing Initiative & Enterprise	(13) Developing Personal Financial Capabilities
Marriage - What is it? (Forced Marriage)			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	Ican explain what marriage is and what it is not Ican explain the law around Gay Marriage in the UK and Europe Iknow a range of views on sex before marriage	Relationships	KS3 R9 & KS4 R3		T1 - Families	Respectful Relationships	N/A		
Consumer Protection & rights		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		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	KS4L21 & L22				Financial Dacision Making	(13) Developing Personal Financial Capabilities	
Rights and Responsbilities			To define the terms rights, responsibilities and moral duties To understand the different types of rights and responsibilities that exist To study the difference's 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	(13) Developing Personal Financial Capabilities	(2) Self-determination
Employment Rights			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	Employers, Employment tribunal, Equality Act 2010, Equal opportunities, Trade union, unfair dismissal	I know a range of employment rights and responsibilities I know the minimum amountsper hour employees must be paid. Lunderstand the term 'Gender pay gap'	Living in the wider World	KS4 L16	N/A	NA	Employability Skils	Community & Careers		(5) Investigating Work& Working Life
Understanding a Payslip	Life Beyond School	Year 10	To understand what the common features of a payalip 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 howto interpreta payslip. I knowhow 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	NA		N/A		Employability Skils	NA		(13) Developing Personal Financial Capabilities
Time Management - Technology			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 phone and screen addiction I understand what makes a good environment to sleep and study in I can explain the benefits and diswbacksof increasing use and reliance on technology in my life	Living in the wider World		T2 - Internet Safety & Harmful Behaviour		Building For the Future	N/A		(3) Self-Improvement as a learmer
LGBT (rights across the World)	Life Beyond School	Year11	To understand the varying views and taws on homosexuality across the world. To explore the world LGBT activists and the international community on combating the criminalisation of homosexuality. To discuss and debats as markine LGBT topics regarding religion, politics, lawand homosexuality —	Death penalty, Sharia law, Decriminalisation, Abolish Homosexualty, Discrimination	I can identify countries that have discriminatory laws against the LGBT community lunderstand howto improve LGBT rights around the world I can explain why the LK has a monal responsibility in helping to decriminalise homosexuality around the globe	Relationships	KS3 R24 & R25 & R26 & KS4 R13	NA		N/A	NA		
Dealing With Exam Stress & Anxiety			To understand the science behind 'flight' Fright' or 'Freeze' responses to stress To recognise that stress is only beneficial in the shorts termand over the long term can effect you physically and emotionally To understand how to manage stress and relaxation	Relaxation, stress and calmness Para-sympathetic, Cortisol, 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 can impact my performance and ability to think clearly	Health & Wellbeing	KS3 H5 KS4 H3 & H4	T6 -Health & Prevention			Building For the Future		
Social Media Validation Vs Reality	Life Beyond School		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 acteern To understand what a personal statement is. To exolore when a	Online Identity, Self Esteem, Addiction, Influencer, fake profiles Personal Statement, CV, Skills,	I am aware that what I see on social media is not influctive of mail Ne I can explain the positive and negative impact following social media influences has on me I can identify the four main ways social media stresses people I know why a Personal Statement is important I am able to write my own	Health & Wellbeing	KS3 H18 & KS4 H10	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media		Extremism & Radicalisation		
Writing a Personal Statement			to understand what a personal statement is to explore when a personal statement may be needed. To be confident in witting a personal statement that reflects your abilities and ambitions	Oualities, University, Achievements, applications	Personal Statement I understand when a Personal Statement may be required	Living in the wider World		N/A	NA		N/A	(16) Handling Applications and Interviews	(17) Managing Changes & Transition
CV Writing		Year11	To understand the purpose of a CV To understand how to create a clear and concise CV	Qualifications, Interests, hobbies, referees & work experience	Lunderstand why a CV is important Lam confident in creating my own CV Lunderstand howto layout a CV and what I should avoid in order to make it look professional	Living in the wider World		N/A	NA	Next Steps	N/A	(16) Handling Applications and Interviews	(17) Managing Changes & Transition
Importance of sleep and Relaxation			To describe what actually happens when we sleep To explore the benefits of good quality sleep. To explain how to improve sleep quality and where to source extra help and support from	Routine, Regeneration, Growth, Memory, Environment, Immunity, Sleep hygiene	Iunderstand what happens to me when Isleep Ican explain the benefits of good quality sleep. Ik now a rage of strategies to improve my sleep.	Health & Wellbeing	KS3 H12	T6 -Health & Prevention	NA		N/A		
Getting to Know People			common with othersacross my class. To evaluate what it have in for society to truly flourish	Trust, Honesty, Integrity, Self Esteem, Politicians, Society, Charactertraits	I can identifya range of people I trust in my life I knowa lot about other people in my class I can identify positive character traits	Health & Wellbeing	KS3 H2 & H4		NA			(3) Self-Improvementas a learner	(17) Managing Changes & Transition
Transition Point in Your life	Life Beyond School		Describe howpeople's feelings change during stages of transition Describe your feelings during times you have experienced transitions Identify ways of coping with transition pointsand how you would 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 amable to reflect on the feelings experienced during transition	Relationships	KS3 R1 and KS4 R2	N/A	T2 - Respectful Relationships Inc Friendships	Transition & Safety	N/A	(17) Managing Changes & Transition	(3) Self-Improvementas a leamer
Careers and your Future			To understand the meaning of the world career To be aware of how careers education can help you plan for the future Recognize the limitations of making career choices based on 'dream' 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'm aware of how not to limit my future career options. I'm aware of future opportunities in learning and work.	Heath & Welbeing	KS3 H9 & H16						
FC - Financial Education			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	Baitering, Currency, Money, wealth, transaction, debt, Exchange, Austerity, HM Treasury	I can explain the three purposes of money lunderstand how money can influence the world in positive and negative ways I can identify key areas of government expenditure	NA			NA	Financial Decision Making		(13) Developing Personal Financial Capabilities	
What is Your Community			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	Tole ran ce, Community, International, lo cal, 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	NA				Extremism & Radicalisation	Diversity		
Whatare enterprise Skills			Be able to effectively work as part of a team and research the issues and come up with solutions Apply this understanding by redesigning an area ofSchool Evaluate what makes an effective and persuasive presentation. Have Funlt!	Life Skills, Enterprise, Entrepreneur, Tearnwork, Leadership, Numeracy, Budget, Economy	I can work effectively as part of a team. I Know what make sgood team work and leadership I can confidently pitch my ideas to an audience	Living in the wider World	K83L15&L16			De veloping Life Skills & Aspirations	Employability Skils	(12) Showing Initiative & Enterprise	(3) Self-Improvementas a leamer
Proud to be me	Life Beyond School	Year 8	To identify what is important for you and what you expect from yourselt, taking into account the beliefs and expectations that others have of you. I can describe my self asteem and understand weys to improve it. To evaluate what self 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	NA	Transition & Safety	Building Relationships		(1) Self-Awareness
Careers interests and Jobs		Year 8	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 ideas.	Pharmacist, Jeweller, Optometrist, Barista, Maite'D, Forensics,	I can identify a wide range of jobs I understand that each sector in society contains many career opportunities I knowhow to plan for my future career	NA		N/A	NA		N/A		
Boosting Self Esteem	Life Beyond School	Year 8	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 madia and peers may impact my self esteem I can explain the importance of being body confident	Relationships				Building Relationships	N/A	(1) Self-Awareness	(2) Self-determination
FC -Labour Market Information		Year 8	To be a ware of what labour market information (LMI) is and how it can be useful to you To be able to start using LMI to get a realistic picture of the labour market which I will use to help me make decisions about future caneers	Labour Market, Authority, Demography, globalisation, manufacturing, education, training	I understand what Labour Market Information is I can explain how Brexit may impact local Labour Markets in the UK I can identify the main factors that impact Labour Market Information	N/A				Employability Skils	N/A		
FC - Exploring Careers		Year 8	To identify the 10 main UK Job sectors. To explore a wide variety of jobs To evaluate the different qualifications, starting selaries and duties of a wide range of jobs	Job description, salary, duties, progression, qualifications, GCSE, A levels, University, Skills	salarisofa range of jobs I can explain my dream job or career	NA				Settings Goals	N/A		(4) Exploring Careers and Career Development
Failure to Success		Year9	To understand how success and failure are often linked. To explore what motivates people to a chieve incredible things. To evaluate the importance of resilience and learning from mistakes and failures	Success, failure, motivation, resilience, Empathy, Mistakes, Leadership, opportunities	I can explain how success comes from failure I understand how to turn problems into opportunities. I am a realient person at school, home and in the community	Living in the wider World	R12	N/A		Mental Health	N/A		(16) Handling Applications and Interviews
Social Media and Online Stress FOMO	Life Beyond School	Year 9	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, post, followers, Social currency, Online harassment, Settings, Privacy, Cyber Bullying	I can explain what online stress is . Lunderstand the link between mental health and social media usage . I know howto keep my online data safe	Health & Wellbeing	KS3 H18 & KS4 H10	T2 - Internet Safety & Harmful Behaviour		Emotional Wellbeing	N/A		
First Aid - How to Administer CPR (Defibrillators)			To Understand the vital importance of First Ad as a life saving skill how to perform first aid, including CPP, 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 emisgiency services.	Defibrilator, CPR, Chocking, Recovery Position, St John Ambulance, BHF, Breathing, Circulation, airways	I am confident in giving someone basic first aid I Know how to perform OPR and put someone in the recovery position I understand how and when to use a defibrillator to save someone's life	Health & Wellbeing	KS3 H22 & KS4 H13						
Importance of Happiness - Improving Metal Health)			To explore what happiness might mean to different people To explore why its OK for us to explore our own feelings and emotions To evaluate whether happiness truly exists	Bellef, needs, wants, Inspiration, Future, dreams, ability	I can explain what happiness looks like for different people I can recognise my own emotions and how!'m feeling I have an opinion about whether happiness exists or not	Health & Wellbeing	KS3 H2 & H5			N/A	Transition & Safety		
Anger Management	Life Beyond School	Year 9	To understand the science behind why someone gets angry To explore howourthoughts and feelings can impact what we do and say To understand how to deal with and manager anger To define terms such as financial capability and financial	Angers, Triggers, Conflict Management, 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		T2 - Respectful Relationships In c Friendships	Respectful Relationships	N/A		
Employment & Financial Management	Life Beyond School		competence. To understand the importance of budgeting throughout a person life. To knowhow 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 amable to budget now and for the future I understand how in come tax is calculated	NA				Y7 Financial Decision Making		(13) Developing Personal Financial Capabilities	(5) Investigating Work& Working Life
Importance of saving money		Year 9	To define a variety of banking and financial key terms To understand the importance of saving money and the different methods of storing it. To be able to identify the difference between essential and non-essential expenditure	DEPOSIT BOX, BRANCH, DEBIT CARD, BANK ACCOUNT, NEEDS, WANTS, BUDGET, DEBT	I understand the meanings of a wide range of financial key terms I can evaluate different ways of storing money I can explain the many advantages to having a bank account	NA				Y7 Financial Decision Making	Financial Decision Making	(13) Developing Personal Financial Capabilities	