

Year 7					- · · ·	
	Autumn Term – Starting	-		ssing myself effectively		aking good decisions
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wellbeing theme	Finding the Balance		Supporting myself and He		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 you life
Vhy this why now?	Knowledge about how the country is run as students are participating in school elections etc		Physical location, move to wellington from rural areas	behaviour)	Growing proportion of Nigerian children and BACR students who may be aware of holidays planned for the summer	Ready to transition to Y8
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	Organisation: Introducing	Introduction to 'my life'	Resilience: What does	What do we mean by	What is initiative? Do I	What is leadership and
Character Education	organisation and Organised	and 'my hobbies'.	resilience mean and	effective communication?	enjoy putting myself	why is it important?
Year group assemblies and	Leadership	Feelings.	coping with change.	Dealing with confrontation.	forward? How do I	Choosing leaders. Who am
reflection.	Organisation: Starting as we	'What are harmful	When am I resilient?	communicating and	react when something	I as a leader?
Organisation	mean to go on	actions'		learning.	goes wrong?	And an introduction to
Them and Us				An introduction to Oracy		mental health.



 Wellbeing Resilience PIXL Orate Communicatio 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 – Celebratir	ng our differences	Spring term – Thi	nking with a clear Head	Summer term – C	ommitting to Growth
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wellbeing theme	by theme Finding the Balance		Supporting myself and	d Healthy lifestyles	Heathy Minds	1
Year 8 PSHEE	Rights responsibilities and British	Celebrating diversity and	Relationships and	Staying safe online and	Health and wellbeing	Life Beyond school
Rights responsibilities and	values	equality	sex education	offline (CSE)	Health and Wellbeing	Employability Skills
British values	Desert Island Living	LGBT What is it?	Healthy	County Lines	What is Mental Health	Practice
Celebrating diversity and	Desert Island (Building a	Homophobia in School	Relationships	County Lines (who is at	Positive Body Image	Proud to be me + Careers.
equality	community)	Supporting those that are	Dealing with conflict	risk)	Child Abuse	Career Interests and Job
Relationships and sex	Desert Island (Making decisions)	LGBTQ	Sexual Orientation	Substance Misuse	Types of Bullying	ideas
education	Criminals, Law and Society	Challenging homophobia	Gender Identity	Online Safety – Cyber	Healthy eating and	Self Esteem and the Media
Staying safe online and	Law making in the UK.	Transphobia	Introduction to	Bullying	Cholesterol	Labor Market Information
Health and wellbeing	Prisons reform and punishment	Coming Out	Contraception	Grooming Boys and Girls	Stress management	Exploring Careers
Life Beyond school		Intro to	What is Love	Drugs (Alcohol Safety)	U U	
		Relationships and	Periods and	Child exploitation online		
		Sex Education	Menstrual Cycle			
Vhy this why now?	Becoming more aware of the	Puberty, students may	Dealing with emotion	s Local safeguarding context	. We see a spike in Y8	Build skills to prepare for
	community around them and spending	gbegin to question there own	and preferences and	CSE and CE.	referrals for self harm and	taking options in Y9.
	more time independently managing	sexuality as they mature and	being aware of how these can be		relationships with food.	
	themselves in the community.	become aware of diversity	influenced by			
		within the school	menstrual cycle			
		community.				
Year 8	Lucy Faithfull HSB and CSE		Anti-Bullying 'Stand	Prevent (County Lines,		
CE day	LOUDMOUTH Bully 4 U Secondary		Against Violence'	Knife Crime and		
	Kooth – Wellbeing		NHS Careers	Extremism) Police.		
	Prevent		Sexual Harassment	Safeguarding Update		
	British Values		Child on Child Abuse	Protected		
	Protected Characteristics		E-Safety Prevent	characteristics, British		
	Tootoot		British Values	Values.		
	Green Careers Veolia		Protected	Just Like Us LGBTQ+		
	4 schools virtual assembly		Characteristics	Better Health/Every		

LOUDMOUTH - Working For Marcus	Met	etacognition	Mind Matters PHE	
	Stay	aving Safe Online		



				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 Form time	Rights responsibilities and British values	RSE STI Lesson	Relationships and sex education (RSE)	Staying safe online and offline (CSE)	Health and wellbeing Self Esteem Changes	Life Beyond school From failure to success
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	Conspiracy Theories and Extremist Narratives Extremism What is Terrorism Proud to be British The Radicalisation process Counter Terrorism Anti-Semitism	Contraceptives Available Condom Lesson Contraception Explored Further Sexual Harassment and Stalking HIV and Aids Aids Prejudice and Discrimination	Sexual Consent and the Law FGM and the Law Delaying Sexual Activity Why have Sex. Relationships and Partners What are STI's	Introduction to Drugs Different Types of Addictions Cannabis Products Drug Classifications Party Drugs Illegal Drugs Volatile Substance Abuse	What is a penis? What is a vulva? Homophobic Bullying and Bullying in all its forms. Dealing with grief and loss Media and airbrushing Cancer Prevention & Healthy Lifestyle	First Aid lesson Importance of Happiness What is Anger? Saving and Managing Money Employment and Financial Social Media and Online Stress
Why this why now?	Students awareness of terrorism heightened and beginning to express their beliefs and views.	Increase in sexual activity in Y9.	Students involved in 'serious' relationships	Increase of parties i.e. house parties – not supervised	As relationships are building more internal thought to looks and body confidence	Preparation for year 10, and applying for part time jobs



Year 9 CE day	Lucy Faithfull HSB and CSE		Anti-Bullying 'Stand	Prevent (County Lines,		
RSE 'Respect yourself'	LOUDMOUTH Bully 4 U Secondary Kooth – Wellbeing Local Offer Prevent British Values Protected Characteristics Tootoot County Lines 4 schools' virtual assembly LOUDMOUTH - Working for Marcus		Against Violence' NHS Careers Sexual Harassment Child on Child Abuse E-Safety Prevent British Values Protected Characteristics	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 Medical Mavericks		
Year 9 Character Education Year group assemblies and reflection.	Voice and Body Language. Working with others. Helping each other grow. How to deliver feedback sensitively and how to handle receiving feedback Healthy Minds and Mental Health	What is the difference between managing and leading and motivational leadership. Motivating myself. What is respect? Is my language respectful? Breaking down language. Resilience	Impact of being offended and respecting those who are not the same as us Online behaviour. Content and rhetoric. Social Media and Communication and Communication in the workplace	(Careers – NHS) What does an organised person look like and organisation in the future. What organisational techniques work for me? Content Structure and rhetorical techniques	Pride and Pride in the environment. Confidence 'what makes people quit?' Overcoming barriers and turning setbacks into success	Competitive advantage. What's so good about showing imitative? Initiative and growth mindset with solution based and problem-based thinking The impact of valuing people and ways to show that you value people.



Year 10						
	Autumn Term – Owning my journey		Spring term – Owning my actions		Summer term – Owning my decisions	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wellbeing theme	Finding the Balance		Supporting myself and I	Healthy lifestyles	Heathy Minds	
Year 10 PSHEE Form time Rights responsibilities and	Life Beyond School (Careers and Enterprise) How do my subjects link to Careers	Rights responsibilities and British values Exploring Britishness	Life Beyond School Careers and Enterprise	Relationships and Sex Education (RSE) Campaigning Against	Celebrating Diversity and Equality International Organisations	Health and Wellbeing/ Staying Safe Online and Offline (RSE)
British values Celebrating diversity and Equality Relationships and sex Education Staying safe online and offline (CSE) Health and wellbeing Life Beyond school	Targeted Advertising and Your data Consumer Rights Employer Rights Exploring a Paycheck Post 16 Options	and British Values Critical Thinking and Fake news What is a Cult LGBTQ+ Rights and British Values What are human Rights Exploring Human Rights	How to write a personal statement Writing your personal statement Interview Prep CV Writing Work Experience	FGM Youth Produced Sexual Imagery Online Pornography v Reality Attitudes to Pornography Domestic Abuse and Violence Relationships, Sexual Abuse and Rape Sexualisation of the Media	Aid and supporting other countries Fairtrade Peace War and Conflict Women's rights Me Too and Times up Movement	Child Abuse (CSE) Screen Time and Safe Use Mobiles Common Types of Mental Health Self-Harm Suicide (Thoughts and Feelings) Promoting Emotional Wellbeing
Why this why now?	Increase in employment – GCSEs and how they link to future careers to support motivation in lesson	Interest in the world around them and POV due to working or becoming interested in news.	Preparation for Post 16 and job interviews and experience of the workplace.	Building on relationships and what is appropriate.	'Adulthood' – believe they are able to make own decisions, guidance on what this looks like	Supporting mental health and issues evolving from relationships
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	Mindset Assessment and Mind	From setbacks to success	Physical Harm	What is my motivation	What is strong	Mental Energy
Character Education	Training	Active learning	Psychological Harm	Motivating myself	leadership? Using your	Confidence in speaking
Year group assemblies and	What organisational skills do I need	Working independently	Harm Online	How to build a portfolio	heart and head	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 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 wel Organ donatic Teenage preg Alcohol and b Importance of Re-visiting cor Re-visiting STI Respect and r	on and blood donation nancy ad choices ⁵ sexual heath ntraception s
Why this why now?	Exam stress – preparing for mocks	Moving into adulthood (coverage for those who may follow an apprentiship pathway)	V Fest held locally in this term	Preparation for exam season	students have t	e knowledge to ensure he basics surrounding sexual w where to seek support.
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	Harmful sexual behaviors, sexual harassment, sexual assault, pornography, consent, misogyny		
Year Group Assemblies Year group assemblies and reflection. • Organisation	Breaking down the journey Using PLCs to support resilience Self-evaluation and self-criticism Presenting organised arguments	Mental Health 1 Mental Health 2 Mental Health 3 The 'echo' chamber	Spotting a gap in the market Continual Challenge Positive thinking	Leadership and humility When leaders make mistakes		



Them and Us Wellbeing Resilience PIXL Orate Communication Initiative E-Safety Leadership Futures Power to performOrganising with clear communication Organisation and curricular studiesDisagreeing with people and disagreeing with opinions Career Pathways	Apprenticeships What courses are available at university?How I react when things go wrong Mental Toughness 1 Mental Toughness 2 Mental Toughness 3What are the different types of university?Mental Toughness 3			
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Whole School Assem	blies and Events					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Assem Full School SMSC and British Values Assemblies - Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs		Autumn 2 Remembrance Justice, gratitude and compassion Belonging Diversity and collective responsibility. Diversity and Equality The importance of identifying and combatting discrimination. (Peer on Peer abuse and protected characteristics) Christmas Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Freedom to choose and hold other faiths and beliefs and how this is protected in law.	Spring 1 National Holocaust Memorial Day People with different faiths, beliefs (or none) should be accepted and tolerated. Identifying and combatting discrimination. UK Youth Parliament vote – Understanding democracy Expectations Charlton Expects behaviour reflection	Spring 2 Sacrifice Personal sacrifice and random acts of kindness. (Respect for other people). Acceptance that other people having different faiths or beliefs to oneself and should not be the cause of prejudicial or discriminatory behaviour. Charlton Passion Assembly Celebrating the Hidu festival of Holi, Christian Celebration of Easter and Muslim celebration of Shab-e-Barat.	Summer 1	Summer 2 Student leadership elections (Student Voice How citizens can influence decision-making through the democratic process Charlton Celebrates Celebrating achievement, self-knowledge, self- esteem and self- confidence.
		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 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 – 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



Rights, Responsibilities & British V		10045		Key Terms -									
LESSON TITLE	Unit	YEAR	Learning Objectives	Literacy	Assessment Objectives	PSHE Association C	PSHE Association - S	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Mo	CDI Framework	CDI Framework
Conspiracy & Fake News	Rights, Responsibilities & British Values		To understand what a conspiracy theory is To explore why conspiracy theories and extremist narratives are interlinked To evaluate why conspiracy theories can be damaging to society	Conspiracy theories, extremism, extremist narratives, evidence, scrutiny	I know 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			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	NA		
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 extremism. To understand scene of the dangere young people should be aware of and how to protect against them	Identity, Values, Principles, Tolerance, Hate Crime, Community Cohesion	I can define what being British means to me I understand a wide range of issues that impact young people in society I can explain why promoting British values helps to reduce extremism in the UK	Living in the wider World				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 extremits 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		I understand how counter terrorism works in the UK and the Prevent duty I understand how to respond in a terrorist situation I can evaluate the best way foljet externism 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			NA	Extremism & Radicalisation	NA		
Anti- Semitism	Rights, Responsibilities & British Values		To define the terms Zionism and Anti-Semilism To explore why jews have been persecuted in Europe over hundreds of years To evaluate whether Jeremy Corby and the Labour Party are Anti- Semilic	Labour Party, Zionism, Anti- Zionist, Anti Semitic, Pogrom, Persecution	I can define Zionism and Anli-Semilism I understand why Anti-Semilism has been in the news recently I can describe what a cohesive community looks like	NA			T2 - Respectful Relationships Inc Friendships	Extremism & Radicalisation	NVA		
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	KS3 L25 KS4 L27		NA	Digital Literacy	Extremism & Radicalisation	(7) Jobs & Labour Market Information	
LGBT + British Values	Rights, Responsibilities & British Values		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 for myself or a friend who is dealing with homophobic abuse	Relationships				NIA	NA		
What is a cult	Rights, Responsibilities & British Values	Year 10	To define the word cult. To explain why people may be attracted to these groups and some of the dangers of these groups. To evaluate the difference between a cult and a religion.	Cult, tradition, religion, Values, manipulation, coercion	I know what a cult is I understand the differences between a cult and a religion I understand why people may decide to join a cult	Living in the wider World							
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	UDHR 148, Council of Europe, ECHR, ECHR, United Nations, HRA 1998 Rights, Responsibilities	I can name a range of Human Rights I understand the origins of Human Rights I understand how Human rights are protected	Living in the wider World							
Balancing Human Rights	Rights, Responsibilities & British Values		To explore how Human Rights are protected against in the UK come into conflict To understand the two categories of Human Rights To evaluate some of the issues that arise when Human Rights	Amnesty International, absolute rights Non-Absolute rights , Justice	I can name eight Human Rights I can explain the positive impacts of the Human Rights Act. 1998 has had on society I can describe situations when Human Rights may come into conflict	Living in the wider World							
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	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 describe the make up of parliament and the main roles it perform: 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 Parliament	Lords, Monarchy, Constituency, Civil Service, Westminster	I can explain the differences between the two house of Parliament I can describe the role of a Local MP I 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	Turnout, General election, Campaigns, Slogan, Logo, Conservative, Labour, Party Ideology	I can name five political parties I understand the difference between Labour and Conservative I know who can and cannot stand for political office	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		I can explain how the Government is formed I understand the different types of elections held within the UK I can explain several reasons why voting is important	NA							
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	I can define the terms advocate and devils advocate I can recognise a wide range of views on a single topic I understand the arguments for and against lowering the voting age	NA							
Politics & Parliament 6 (Exploring Parliament)	Rights, Responsibilities & British Values		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							
Law 3 - Desert Island Making Decisions)	Rights, Responsibilities & British Values	Year 8	Understanding how to survive on a desert Island To describe the different rites of passage throughout life To develop skills of evaluation, prediction and self reflection	Baptism, Brit Milah, Aqueeqah, 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	NVA		
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, Orime, Commandments, Jaws, Criminal Responsibility	I know the age of criminal responsibility in the UK and other countries I can explain how the criminal justice system treats young offenders I can define legal rights and the rule of law	NA				NIA	NIA		
Law 1 - Desert Island Living	Rights, Responsibilities & British Values	Year 8	To explore what it would be like to live on a desert island To understand that with rights comes responsibilities To evaluate the fairest way to make choices	Rites of passage: Ceremonies (rites) or celebrations to mark important stages or landmarks in a person's journey (passage) through life.	I can make difficult decisions I understand the qualities needed to be a leader I work well in a team	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	NIA		
Law 5 - How are laws made in society	Rights, Responsibilities & British Values	Year 8	To understand why laws are needed in society. To understand the process of how a bill passes through Parliament To evaluate recent changes to the law in England and Wales	House of Commons, House of Lords, Royal Assent, bill, White & Green Paper, Consultation, Reciprocity	I know why society needs laws I understand how a bill becomes a law in the UK I can explain recent law changes in the UK	NA				NA	NIA		
Law 6 - Prison, Reform and Punishment	Rights, Responsibilities & British Values	Year 8	To explain the types of punishments available in the UK To understand the different theories behind punishing offenders To evaluate whether Prison is an effective form of punishment	Prison, Manslaughter, Reparation, retribution, Rehabilitation, Justice, incapacitation, deterrence, denunciation	I can name a wide variety of punishments used in the UK Criminal Justice System I understand the theories behind punishment I understand the arguments for and against the use of prisons	NA							
Who is Boris Johnson	Rights, Responsibilities & British Values	Year 7	To describe how Boris Johnson became the Prime Minister in 2019 To explore the political career of Boris Johnson To evaluate whether Boris Johnson has the skills and qualifies needed to be an effective Prime Minister	Conservative, Tory, Leadership, Election, Prime Minister, Negotiation, Advocacy	I can explain how Boris Johnson became the Prime Minister I can explain the job responsibilities of the Prime Minister I can explain the skills and qualities needed to be Prime Minister	NA							



Celebrating Diversity & Equality	-											CAR	FFRS
LESSON TITLE	1 Init	YEAR	Learning Objectives	Key Terms -	Assessment Obligations			Statutory Health	Statutory RSE 2020	PA - Thematic	(2) PA - Thematic	81	
LESSON TILLE	Unit	TEAR	Learning Objectives	Literacy	Assessment Objectives	PSHE Association C	PSHE Association - S	2020	Statutory NSE 2020	Model	Model	CDI Framework	CDI Framework 1
				Litoraty								1	
LGBT + What is it	ebrating Diversity & Equa	a Year 8	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						
	ebrating Diversity & Equa	a tearo	terms and concepts that are used within this topic	Prejudice, discrimination	role models	Relaboriships	3 K24 & K25 & K20 & K54 K						
			ternis and concepts that are used within this topic		Toe modes								
			To reflect on the extent homophobia exists in schools To understand	Homophobia, transphobia,									
LGBT + Homophobia in society	ebrating Diversity & Equa	a Year 8	what constitutes homophobic language and homophobic bullying To	xenophobia, verbal abuse,	I can define homophobia I understand a range of forms homophobia	Relationships	1 KS3 R24 & R25 & R26 & KS				Discrimination		
			empathise with how difficult it can be for young people to deal with		takes I understand why its wrong to use homophobic language								
			live with homophobia in modern day society	physical abuse, cyber abuse									
Support someone (LGBT focus)	ebrating Diversity & Equa	Year 8	To define the term ally To explore why ally's are needed for the	Ally, Oppression, Human Rights,	am an Ally to the LGBT+ Community I understand how to support a friend in need I would be confident in challenging homophobic language	Relationships	3 R24 & R25 & R26 & KS4 R						
	containing offerinity of Equi		LGBT community To understand what can be done to support a friend in need	Support, Community	if I heard it								
			To explore why homophobia exists To explore how to assertively		I can recognise passive, assertive and aggressive communication								
LGBT - challenging Homophobia	ebrating Diversity & Equa	a Year 8	challenge homophobic language and phrases in school and everyday		tyles I know how to be assertive with someone I feel well equipped to	Relationships	3 R24 & R25 & R26 & KS4 R						
		-	Ife To understand how to handle difficult people and uncomfortable conversations	Homophobia	challenge homophobic when I see it in school								
		1											
Township					understand what gender dysphoria is I understand the importance of	Delationality	0 D04 0 D05 0 D00 0						
Transphobia	ebrating Diversity & Equa	Year 8	explore the misconceptions that surrounds trans people To examine how Trans people are treated throughout the world	biological, Hormones, transphobia	celebrating the LGBT+ Community I feel confident in talking about trans issues to other people and using the correct terms	Relationships	3 R24 & R25 & R26 & KS4 R						
			To explore the concept of trust and what it means to 'come out' To		I know how to support someone coming out I know where to go for								
LGBT - Coming out	ebrating Diversity & Equa	a Year8	understand the thoughts, feeling and processes someone might be	Coming out, Gender identity,	extra information and support regarding LGBT issues I understand the	Relationships	3 R24 & R25 & R26 & KS4 R						12
EGBT - Conning out	euraning Diversity & Equa	a learo	going through who is thinking of coming out To evaluate what support networks are available to help support those in need	Closet, Rejection, Acceptance	extra information and support regarding LGBT issues 1 understand the issues faced by someone coming out	Readonships	3 K24 & K25 & K20 & K34 K			USCITIE MUST	Relationships		
			support networks are available to help support trose in need										
			To understand the wide variety of aspects that make up ones identity								1		
What is your identity	ebrating Diversity & Equ	ua Year7	To understand how different things might influence your identity To	Identity, Heritage, Personality, Religion, society	I can describe my identity I understand a range of influences on my identity I'm able to express myself at home and at school	Health & Welbeing	H2		NA		NA	(8) Valuing Equality, Diversity & Inclusion	
			understand that its OK to be different and to be proud of your identity	reagion, sourcey	ischilly in able to express myself at none and at series								
			Secure:To understand what makes up our identity Extended:To	Genes, Environment,	I understand the Nature Vs. Nurture debate I can describe the different								
Nature Vs Nurture	ebrating Diversity & Equ	ua Year7	explore how our identity is formed Advanced: To evaluate what influences our identity the most	Psychological, DNA, Epigenetics, Nature, Nurture, socialisation	stages of socialisation I understand what is socially acceptable and not	Living in the wider World			NA	NA			
			To explore the brief history of Anti-discriminations laws passed in the	EmioBic Anti-discrimination Imag	can name several anti-discrimination laws passed by the UK Government, I can name at least six protected characteristics. I can				T2 - Respectful Relationships				
The Equality Act	ebrating Diversity & Equa	a Year 7	UK To understand what characteristics are protected under the	Equality, Periodscrimination laws,	Government. I can name at least six protected characteristics. I can	Living in the wider World	KS4 L2 KS4 R5		12 - Respectiul Relationships	Community & Careers		(o) valurių Equality,	
			Equality Act 2010 To evaluate whether the UK is doing enough to	Legislation, Government	authors the effective and hadron of the stand indicest effective to the								
			ensure equality opportunities for everyone	Prejudice, discrimination,	explain the difference between direct and indirect discrimination						1 /		
Breaking Down Sterotypes - Gender / Age	ebrating Diversity & Equa	a Year 7	To define stereotyping and prejudice To explore why stereotyping still exists today To evaluate what can be done to challenge	Prejudice, discrimination, 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			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						Aspirations		
			,	Frejudice, discrimination,									
Prejudice and Discrimination	ebrating Diversity & Equa	Year 7	racial, gender etc. To consider how we can ensure equality for all in — int society To evaluate how cohesive Britain really is		w I can help support equality for all I can identify a range of characteristics that people are sometimes prejudiced by	Living in the wider World	KS3 L3 L4 and L7			Diversity	Discrimination		
			To define islamophobia and give examples of it in UK society To		I understand the different forms hate crimes can take I can define								
Challenging Islamophobia	ebrating Diversity & Equa	a Year 7	explore where islamophobia comes from To consider how the	Discrimination, Prejudice, Muslim, in	amophobia and understand some of the causes I know the hierarchy	Living in the wider World	KS3L3 and L7			Diversity	Discrimination		
			government and legislation are attempting to combat different forms	Islamophobia	of disariningtons out								
			of discrimination.	isamophoba	of discriminatory acts								
			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							10	
World Issues - International Organisations	ebrating Diversity & Equa	a Year 10	To explore the history of the UN, NATO and the Commonwealth To d								N/A		
	1		evaluate the importance of being a member to these organisations	Commonwealth Brexiteer, Remainer, Europhile,	benefits international organisations provide to the worlds people					8.8		Concession of the local division of the loca	
World Issues 2 - Brexit	ebrating Diversity & Equa	Year 10	To describe the purpose of the European Union To understand why the Brexit referendum happened To evaluate the arguments for and		I know why Brexit happened I understand a range of arguments for					Community & Careers	NA		
TOTA ISSUES & - DIGAR	containg onersity & Equa	Tear to	against Brexit	Referendum, Independence,	Brexit I understand a range of arguments against Brexit	1974				Commonity & Caleers			
			To describe a variety of ways the UK can help support other	Sovereignty									
World Issues 3 - Aid and Supporting other countries	ebrating Diversity & Equa	a Year 10	countries To understand the different issues impacting countries		know the difference between Free trade and Fair trade I understand how one country can help another I know the differences between								
	and any overany a Equa	Tear to	across the world To evaluate what support networks are available to help support those in need		developing countries and developed countries								No. of the local distance of the local dista
World issues 5 - Fair Trade				Fair Trade , Protest, Pressure									30 30

#MeToo and Times Up Movement

Multicultural Britain

Women's Rights

farmers To understand the importance of being an ethical consumer Producer, discrimination, forced Fairtrade principles I am an ethical consumer labour 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 for peace over the years. To understand different symbol for peace. Peace =A state where there is no that cause conflict I can name a variety of peaceful activists and the World Issues 6 - Peace and War + Conflict used across the wold. To evaluate why some wold conflicts are warred of gifting difficult so live " warred of gifting access they fought for a survey of peacetul activities and the difficult so live " access they fought for acces history of migration to Britian To evaluate the concept of Britishness Migration, Diversity, ethnicity, groups have migrated to the UK over the past 80 years 1 can explain social, economic, political the politive impact migration has had on Britain 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 understand the key events that Tave led to equal right for women I can your of wurdensature are per orean sum eto pp to somen gamp equal rights with men To evaluate what support networks are analysite to the synchronism in a source of the some source of the source of



Relationships and Sex Education												CAR	
LESSON TITLE	Unit	YEAR	Learning Objectives	Literacy	Assessment Objectives	Core Themes	PSHE Association - Specific Links	Statutory Health 2020	Statutory RSE 2020	PA - Inemauc Model	(2) PA - memade Model	CDI Framework	CDI Framework 1
FGM		• Year 10	to branchistantial writer Point is allow a new state Point is any and many sources of the state of the state of the state of the state is the economic excutes used by decole to encourage FGM To evaluate the best way to campaign adaption to the state of the state is and the point way to campaign adaption to the state of the s	Barality Cultura Elders	Lippersistion the deriver's associated twen built i can extrain the economic and social excuses made for committing FGM. I know how to support someone at risk of PGM.	Relationships	H8 K54 R3 K54 R5			Families	Health & Puberty		
Sexting 'Nudes and Dick Picks'	Detellingship and East Education	Year 10	Abcorder stars or over regre, ennotonie and social consequences or anding sects. To explore the reasons why some young people send social, nucles and dick picks. To be able to deal effectively asserbiely with requests and pressure to send seds.	Pressure, Consent, Hevenge Pressure, Consent, Revenge Port, Consequences, Take Low	rcan explain a mange or possible consequencies mixed to sensing and receiving sexts. I know a good range of responses to a request for a sext message 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	K54 L8 K53 R36 R38	12 - Internet Salety & Flarmful Benaviour	The Option of Market	lationale Delationships	Identity & Determination		
	Reasonant and sex Education		assettively with requests and pressure to be able to deal effectively assertively with requests and pressure to send assist To outline what is and is not legal in terms of pornography. To	Policy Revenge Porn, Extreme Porn,	I least message I know where I can get turner help and support on issues related to sexting and explicit images ending up online lunderstand which types of Pornography are illegal I understand the	Civing in the wider wond			13 - Onine + Media				
Online Pornography (Myths vs Reality)	Relationship and Sex Education		To outline what is and is not legal in terms of pornography. To dentify the differences between what is seen in porn and what happens in real life. To look at the impact of porn on society and estimationships.	Sexting, Child Pornography, illegal.sexual excitement. Simulation Coercion, Domestic Abuse,	Lunderstand which types of Pornography are illegal Lunderstand the differences between real life asx and Pornife sex L can explain the impact porn is having on society and relationships L can describe what domestic abuse and domestic violence is 1	Relationships	K53 R23 + K54 R14 K53 H18 & Ks4 H10	T2 - Internet Safety & Harmful Dehaviour	T3 - Online + Media	Intimate Relationships	Healthy Relationships		
Domestic Abuse and Domestic Violence	Relationship and Sex Education		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	Domestic Violence, Intimidation Emotional physical and sexual Abuse	I can describe what domestic abuse and domestic violence is 1 understand a range of things that can cause conflicts in a relationship I understand the barriers and coping strategies for leaving an abusive relationship I can describe the impact sexualization of the media is having on	Relationships	K53 R29 K54 R7		T1 - Families	Respectful Relationships	NA		
Sexualisation of the media	Relationship and Sex Education		To explore the impact sexualisation of the media is having on tensagers. To identify the links between body image and the medias influence on it. To evaluate whether shows like Love island teach viewers about morals and ethics.	Social media influencers, Sexualiution, ASA, Mental Health, Body Image	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 metric bhalth and self setteen	Relationships	K53 R23 + K54 R14 K53 H18 & Ks4 H10				NA		
Unhealthy Relationships, Sexual Assault and Rpe	Relationship and Sex Education		To explore the laws regarding rape and sexual assault. To understand how unhealthy behaviours and an imbalance of power in a relationships could lead to violence and sexual assault. To explore what qualities to look for in a healthy loving relationship. To desting the difference and escual initiation is not and	Sexual Assault, Rape, Genitals Explicit, Consent, Abuse, Referra Centres	I can recognise what behaviours are unacceptable in a healthy relationship I can explain the law in regard to sexual assault and rape I income the important qualities to look for in a future partner that will keep me sale	Relationships	KS3 R8 R6		T5 - Intimate R & Sexual Health		NA		
Porn and its impact on Society - Lesson 2	Relationship and Sex Education		Understand the differences and similarities between sex in real relationships and that which is featured in pornography Explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self.	Pornography, Culture, Sex, llegal, Legal, Society, Revenge Porn,	l understand why porn negatively influences peoples behaviours in	Relationships	K54 H6 K53 H12		T5 - Intimate R & Sexual Health		Healthy Relationships		
Peer on Peer Abuse	Relationship and Sex Education		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 available to help support those in need	Peer abuse, Domestic Violence, Honour, CSE, Equality, Respec	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			Peer Influence, Substance Use & Gangs	Healthy Relationships		
Fertility - what impacts it	Relationship and Sex Education		To define and describe the human fertilisation process at a cellular level To explore what makes women and men fertile and understand ways to improve fertility. To understand the various ways women card become pregnant including IVF resement.	IVF, Gut Flora, Fertility, Insemination, Fertilisation,	I understand what impacts fertility for men and women I can explain Bestyle changes that improve fertility I can explain the process of IVF Treatment	Relationships	K54 R27		T5 - Intimate R & Sexual	Families	NA		
Alcohol. Parties and Bad Choices	Relationship and Sax Education	Year 11	To describe the risks associated with house parties and alcohol To	Bank, Surrogate Sexual Health, Anti-Social Behaviour, Drug Abuse, Binge	Treatment I know the risks associated with house parties: I can explain how drinking alcohol impacts sensible decision making I always try to take positive decisions in relation to my own health and safety	Relationshine	K53 H28 & K54 R18		T5 - Intimate R & Sexual Health	Exploring Influence			
			both To evaluate what and who impacts our decisions about our own health and the choices we make To increase awareness of the importance of a young person's sexual basilts To explore comprove putths about personance and and the choices comprove putths about personance and sexual basilts To explore about personance	Drinking, Units, Drink spiking, GHB, GBL Sexual Health, STI, Contraception, Sexual Health, Pregnancy			H11 K54 H5		Health T5 - Intimate R & Sexual		Communication in		
Importance of Sexual Health	Relationship and Sex Education	Year 11	acxual health To explore common myths about pregnancy and advice about sexual health and the support guidance and advice about sexual health and the support guidance and to uncerearchice a variety of uncerearchic once or construction of To be able to identify which types of contraception would be best used by different types of people To explore which forms of	TANA, MARGINERALITY PROVIDE A DESCRIPTION	T GEORGE AND DE ME GERMAN CON DESIGNATION AND DE LO DOGLE TRADIDAS OF	Relationships			Heath	Independence	Relationships		
Revisiting Contraception	Relationship and Sex Education		contraception protect against pregnancy, STI s or both	Contraception Fong, Abitinence, Condom, Pill, Fernidom Innuin, Douche SEXUAL HEALTH, CLINIC.		Relationships	R21 K54 R22	NA	PHENED	конаволатъра	NIA		
Respect Love and Relationships	Relationship and Sex Education		To understand the importance of respecting others and expecially those we are in a relationship with. To be able to describe what love is and what love in not. To evaluate what support is available for someone in an abusive relationship.	Douche SEXUAL HEALTH, CLINIC, ACCESSING SERVICES. FEARS, HELP DISRESPECT, ADUSCORNECT, MEDICINE, VINS, FERRER, 410	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			Healthy Relationships	Communication in Relationships		
Revisiting STI's	Relationship and Sex Education		To increase awareness of the spreas and the groups at regime tax. To increase awareness of the process of a young person s sessual result consultation at a circle. To understand the differences reheated with STIEs and hardwards STIE	FILV, FILPV, FTOTTBECUOUR,	differences between bacterial STIs and viral STIs I understand the risk	Relationships	K53 H12 & K54 R22		NA		NA		
Consent and Boundaries	Relationship and Sex Education		perveren viral si this and backenal si te understand what constitutes consent and why consent should always be respected. To evaluate why personal space and boundaries are important when growing up. To understand how to deal with situations in an alsoftwere way.	Consent. Self esteem. Boundaries, praise, essential, comfortable, retractable, active.	or cancring an 5 i 1 with regard to vanoas activities couples might ergage in Loan explain why personal space is important 1 understand what consert is are when it is given 1 can respond to people and attuations in an assertive manner	Relationships	KS3 R 19 R20 & KS4 R8 R15	NVA	T4 - Deing Sale	Building Relationships	NA		
What does it mean to be a man in 2020?	Relationship and Sex Education		situations in an affiseritvië wky 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 attribute regarded as characteristic of	I know what it means to be a man 1 know the difference between a mans man and a good man 1 am confident in showing my emotions	NA	KS3 R8 & R9		T1 - Families	NA	NIA		
Managing Friendships & Relationships	Relationship and Sex Education		To understand the different types of friendships that exist To understand what an unhealthy relationship night look liks To explore what being a true friend to someone really entails	DISCLOSURES, SELF-	I can recognise if I have unhealthy friendships. I understand the importance of not discloging too much information to online friends I am a good friend most I'r not all of the time.	Relationships	K53 R1 and K54 R2	T1 - Mental welbeing	T2- Respectful Relationships	Transition & Safety	Peer Influence, Substance Use & Gangs		
			what being a true meno to someone really entails 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.	Online Friends, Cyber Bullying Friendship, Loyalty, Trust, Toxic, qualities,			K53 R1 and K54 R2			Transilion & Solety			
What Makes a good Friend			relationships with friends. To evaluate why some friendships can be more beneficial than others To understand the wide range of relationships young people have		toxic friendahipa To identify a wide arrange of different relationships I understand the				inc Friendships T2 - Respectful Relationships				
Respect and Relationships	Relationship and Sex Education	Year 7	To understand the wide range of relationships young people have To understand that different types of relationships will work in different ways. To conjude thy differences between people and any how to respect those differences. To understand that people can all feel the same range of emotions,	Affection, independence, Respect, differences, understanding, diversity Opportunities, hopes, fears,	To identify a wide arrange of different relationships I understand the differences between a friendarity and a relationship I know how to respect the rights of others and celebrate our differences.	Living in the wider World	K53 L3 L7 K54 L2 & K54 R20	NIA	Inc Friendships	Building Relationships	NA		
Being positive + Self Esteem	Relationship and Sex Education	Year 7	To understand that people can all feel the same range of emotions, but do not necessarily respond in the same way to similar shattons to celebrate personal strengths and achievements and promote awareness of what can affect us	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 emotions	Relationships	KS3 R8		T1 - Families	Building Relationships	NA		(2) Self-determination
Peer Pressure and Influence	Relationship and Sex Education	Vear 7	To be able to explain why it is important to be confident and assertive. To understand how to cope with pier 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	and how my actions influence others	Relationships	K53 R 19 R20 & K54 R8 R15		T1 - Families	Building Relationships	Drugs & Alcohol		
RSE - Sexual Orientation	Relationship and Sex Education	Year B	To understand the many different key terms and concepts that are used within this topic To Explore and challenge LGBT+ prejudices and stereotypes that are put there. To understand the damaging impact homophobic tanguage has on people	A Sexual, Paraexual, Baseual, Queer, Heteroflexible, Heterosexual, Homosexual	I never use homophobic language even in casual conversation To understand and can define the wide range of sexualities that exist I understand where to turn to if I need more advice, support and information	Relationships	K53 R8 & R9 K54 R3				Communication in Relationships		
RSE - What is Gender Identity	Relationship and Sex Education	Year 0	To explore a a range of language used with gender identity. To understand the Gender Recognition Act and the difference between sex and gender. To explore and challenge gender prejudices and therefolypes that are out there.	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				Communication In Relationships		
RSE - What is RSE	Relationship and Sex Education	Year 8		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	NA		
RSE - Dealing with Conflict	Relationship and Sex Education	Year 8	To discuss such on Constraints of number of electronic sectors and the sector sector sector sector sectors and the sector sector sector sector sectors and the sector sect	Commer Personality, Pergarment,	Incoder of range or context management strategies. I understand the context of the second strategies of the second secon	Relationships	K53 H18 & K54 H10	NIA.	N84.	Respectful Relationships	NIA		
RSE - Healthy Respectful Relationships	Relationship and Sex Education	Year 0	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.	International, distressed Consent, boundaries, values, Sex, Relationships, trust, dignity, compromise, Friendships, respect	Identify what a healthy relationship looks and feels like Able to identify characteristics of an unhealthy relationship Recognise how healthy the relationships are that you have with others	Relationships	KS3 R5 & K54 R2		T5 - Intimate R & Sexual Health				
RSE What is Love?	Relationship and Sex Education	Year 0	To define the term love and understand that it comes in many forms to understand the meaning of love between a couple and the expectations that from a politive romanic neilstorning	Feelings, love, relationships,	I can explain what love is 1 understand the expectations that form a positive romantic relationship I can explain the many differences	Relationships	Ka3 R5 & R15		T5 - Intimate R & Sexual Health	Building Relationships	NIA		
Introduction to Contraception	Relationship and Sex Education	Year B	To describe the concept of abatinence To understand the three main other ways of reducing the risk of pregnancy To be able to identify a wide range of contraceptive methods	Abstinence, Barrier, Supress, Oestrogen, Progesterone, Copper, IUS, IUD, Contraception	between love and sex Lunderstand what contraception is and the importance of using it I can identify a wide range of contraceptive methods available in the UK I understand a range of issues to consider with regard to contraception choice	Relationships	K53 R21 & H11 H12 K54 R22		T5 - Infimate R & Sexual Health		NA		
Periods and Menstrual Cycle	Relationship and Sex Education	Year 0	To understand the menstrual cycle and its role in human reproduction To understand how and why feminine protection is so absorbent and effective. To evaluate the role of hormones in the regulation of the body is functions	Oestrogen, luteal, folicular, ovulation, menatruation, tampon, TSS	I understand how and why feminine protection is so absorbent and effective. I understand the menstrual cycle and its role in human	Health & Wellbeing	147	T8 - Changing Adolescent body	NA				
FGM and the Law	Relationship and Sex Education	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 to know mergan deminion or consent rand the taw sum oursang in the total to know the megan deminion or consent rand the taw sum oursang in the total to know the megan deminion or consent rand the taw sum oursang in the taw to know the megan deminister of the taw to the taw sum oursang in the taw to know the megan deminister of the taw taw sum oursang in the taw taw taw taw taw taw taw taw taw taw taw	Ulenas, Olioris, Vulva, Consent, Genitalis, Hood, mutilation, Cultural, illegality, criminal	I can identify and label all the external parts of the female sexual anatomy I understand the law regarding FGM in the UK I understand the dangers associated with FGM and Know where to seek help and	Relationships	K53 R19	NA	T4 - Being Sale	Families	Health & Puberty		
Y9 Sexual consent & Law	Relationship and Sex Education		understand the consequences of sexual activity with no consent			Relationships	KS3 R 19 R20 & KS4 R8 R15		T4 - Being Sale	Identity & Relationships	Intimate Relationships		
RSE - Pleasure and Masturbation	Relationship and Sex Education		To define the terms pleasure, masturbation and sexual activities. To explore the benefits and risks associated with masturbation. To evaluate risks associated with directors sexual activities and identify high and low risk activities and ways to mitigate the high risk activities.	Gitoris, Penis, Masturbation, Oral Sex, Pleasure, Sensation, Orgasm, Private, addiction	Concept I can define the terms pleasure and masturbation and give examples of each I understand the benefits and risks associated with masturbation I understand and can evaluate the risks associated with different sexual activities	Relationships	K54 R2 & K53 R15		T5 - intimate R & Sexual Health	Healthy Relationships	NJA		
RSE - Delaving Sexual Activity	Relationship and Sex Education		Understand the benefits of delaying sexual activity. To know how to be assertive and deal with undue pressure. Understand that you don't	Consent, Abuse, Rights, Assertive, Passive and Aggressive	activities I understand the benefits of delating sexual activity I understand the importance of being assertive with others I will stick up for myself in any future relationships	NA	K53 R16 & R17 K54 R21		T5 - Intimate R & Sexual Health	Intimate Relationships	NA		
RSE - Why have Sex?	Relationship and Say Education	Your D	have to do anything you don't want to and consent and respect for each other should be paramount in any relationship To understand the considerations to be taken before making a relationship assual To understand the positive and regative reasons to have sex To explore the consequences of making a relationship assual	Aggressive LOVE, SEX, MARRIAGE, HAPPINESS, CORE QUALITIES, coltus, contraception	future relationships know a range of things to consider before engaging in sexual relations I can explain positive and negative reasons to have sex. I understand the full range of consequences of making a relationship sexual	NIA	KS3 R30		Health T5 - Intimate R & Sexual	Intimate Relationshim	N/A		
			To understand the meaning of a nearby relationship between a										
RSE - Relationships and partners	Relationship and Sex Education		couple and the expectations that form a positive relationship. To understand the non physical characteristics accessore might look for in a future partner. To look at relationships and understand the factors necessary to develop a relationship factors in a long for accessor.	Familial Professional Abuse Psychological Emotional Sexual	I understand the main features that help to build a healthy relationship I know a range of non physical characteristics to look for in a partner I am able to evaluate if a relationship is positive and healthy or not block seems at least 6 for any low meaning of below the setting of the latter is the setting of the latter is the set of the setting of the latter is the set of the setting of the latter is the set of the setting of the latter is the setting of the latter is the set of the setting of the latter is the set of	NA	KS3 R16 & R17	NA	T5 - Intimate R & Sexual Health		NA		
What are STI's? (Main Types)	Relationship and Sex Education		Name at least five common STDs and how they are transmitted. Locaritation the form after sec. Compare associate behaviours that put people at high, low or no risk for STD To describe the key symptoms and risks associated with a variety of different STT's. To understand the importance of sexual Health	STI, STD, Infection, Bacterial, Parasilic, Chiamyda, Syphila, HIV, Contraception, Disease Promiscuose GUM GP, STI	Able to name at least 5 Sexually transmitted infections. Understand the 2/3 main groups of STT's tat exist Able to describe some of the possible symptoms of having an STI Lan name a wide ranse of STI's Lunderstand the key symptoms and	Relationships	K53 H12 & K54 R22	N/A	T5 - Intimate R & Sexual Health		NA		
Treating STI's & clinics	Relationship and Sex Education			Promiscuous, GUM, GP, STI, STD, Contraception, Bacterial, Viral, Parasitic IUD, IUS, Diaphragm, Patch,		Relationships	H11 K54 H5	NA	T5 - Intimate R & Sexual Health		NA		
Contraception - Fact Hunt / Show & Tell	Relationship and Sex Education		To understand how a variety of different forms of contraception work 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, STTs or both	Contraction, Valectomy, Contraction Ring, Abstinence. Condom, Pill, Femidom	least five different types of contraceptives work I know where I can access further reliable information on this topic	Relationships	K53 R21 & K54 R22		T5 - Intimate R & Sexual Health				
Contraception - Condom lesson	Relationship and Sex Education		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 understand the block. Subress and disable methods to reducing	Condom, Condom Demonstrato C-Card Scheme. Contracection Yeast infection, Shaft, latex, external condom		Relationships	H11 KS3 R21 KS4 R22		T5 - Intimate R & Sexual Health		Intimate Relationahipa		
Contraception Explored	Relationship and Sex Education		the risk of pregnancy. To explore which forms of contraception protect against pregnancy, STI s or both To know what thrush is	Injection, Vasectorny, Contraception Fond, Abstinence.	I understand the dimension between barner and LARC methods or contraception I 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		T5 - Intimate R & Sexual Hearn		Communication In Heatponenips		
Sexual Harassment & Stalking	Relationship and Sex Education		To define the terms talking and harassment To explore the differences between firting and sexual harassment. To understand the laws surrounding Stalking and Harassment (PHA 1997, EA 2010 & PEA 2012).		I can define stalking and sexual harassment 1 know how the law responds to stalking and Harassment I know the differences between fitting and sexual harassment	Relationships	KS3 R16 R17 R21	N/A	T5 - intimate R & Sexual Health	Healthy Relationships	Communication in Relationships		
HIV and AIDS	Relationship and Sex Education		K PFA 2012) To define the terms HIV and AIDS and understand the difference To explore the different ways HIV can be transmitted and how to reduce the risk of transmission. To evaluate the importance of support International World Ada Day		I can define HIV and AIDS 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 H12 & K54 R22	N/A.	T5 - Intimate R & Sexual Health	Intimate Relationships	Healthy Relationships		
HIV - Discrimination and Prejudice	Relationship and Sex Education		reduces the rack of the presence of a valuate the importance of import the presentational Work Adds. bay To understand the history of HIV and AIDS and understand the recent advances in HIV treatment and prevention To explore how the cycle of prejudice and discrimination towards HIV and AIDS sufferers can be broken.	HIV, AIDS, PrEP, PEP, Anti Viral, Infection. Immune avelan	vital importance of World Aida Day 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 H12 & K54 R22		T5 - Intimate R & Sexual	Intimate Relationships	Disciplation		
	Makadenarip and date addcadon		the cycle of prejudice and discrimination towards HIV and AIDS sufferers can be broken	CD4	medical advances in HIV treatment and Prevention		543 H12 & K34 K2			and the rolation shape			



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	aying Safe Online & Off	Year 10	To define the term honour and dishonour. To explore honour-based violence and the different forms it can take. To evaluate the best way to tackle honour based violence and promote the equality of women in society.	Honour, Respect, Equality, Dishonour, HBV, Domestic Abuse	I can define honour, equality and dishonour 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	NA	T1 - Familias	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 Commowealth 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 Breast ironing I understand the role of the Forced Marriage Unit. I could advise someone of where to seek help if they are being forced into a marriage	Relationships	K54 R5 K54 R7		T4 - Being Safe	Families	Respectful Relationships		
Online Gambling (Games In App Purchases)	aying Safe Online & Off		To understand the classifications of games, films, TV shows and music videos. To explore how online gaming can lead to gambling and skin betting. To evaluate the risks associated with online gaming and online gambling.	BBFC. PEGI. Debt. In-app purchases. Skin betting. Gaming Whates, loot boxes	I can explain the roles of the BBFC and the PEGI I understand the risks associated with online gambling I understand a wide range of methods used by gaming companies to entice its players to spend money	Relationships	KS3 L18 AL19 A L20 KS4 L20	T2- Internet Safety & Harmful Behaviour	NIA	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 k I can evaluate how social media can impact my self esteem and	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	KS3 H18 & KS4 H10	T2- Internet Safety & Harmful Dehaviour	NA	NVA	NA		
Keeping your data safe (social Networks)	aying Safe Online & Off		To understand the importance of keeping personal online data safe To learn about online fraud and be aware of different types of online scamps and tricks. To identify why the dark web can be so dangerous	Vishing, Phishing, Smishing, Fraud, Begaliv, ID theft, Financial Joss, Dark Web, Open Web	My personal online data is safe and protected I can recognise an online scam email when I see one I know how to protect myself and my family from being a victim of online fraud	Living in the wider World	K54 H10	T2- Internet Safety & Harmful Behaviour	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.	Homicide, Wielded, Attempted Murder, Courts, Home Office, UK Drill Music	Lunderstand 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 orime	Relationships	H23 K53 R33 R34	NA	NA	Peer Influence, Substance Use & Gangs	NA		
Modern Day Slavery			To define the term 'Modern Day Slavery' To examine human trafficking to the UK and evaluate the governments response. To evaluate the best way to tackle modern day slavery in the UK and abroad		I understand how to recognise modern day slavery I understand how human trafficking links to modern day slavery I understand which Human Rights are being abused due to modern day slavery	Relationships	KS4 R5 KS4 R7	NA	T1 - Families	Families	NA		
Virtual Reality + Live Streaming +Gaming Online	aying Safe Online & Off		To define the term sugmented 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 Behaviour	NA	NIA	NA		
Drugs - Substance Addiction	aying Safe Online & Off		To define the term substance addiction and understand the way drugs effect users To understand the different levels of drug use and realise the consequences of drug use on wider society To evaluate what support networks are available to help support those in need	Inhalanta, Huffing, VSA, Addiction, NHS, EXPERIMENTAL, RECREATIONAL, DEPENDENT, PROGLEM, SITUATION Prescription Druge	Lunderstand what a substance addiction is I can explain how a substance addiction impacts wider society I would know how to help someone with an addiction	Health & Wellbeing	K53 H29	T5 - Druga + Tobacco + Alcohol	NA	Exploring influence	Peer Influence, Substance Use & Gange		
Drugs - New Psychoactive Substances (Old Legal Highs)	aying Safe Online & Off		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, Stimulants, 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	K53 H25 & K54 H15 H25	T5 - Drugs + Tobacco + Alcohol	~~~	NA	Druge & Alcohol		
Drugs - Festivals and Nitrous Oxide	aying Safe Online & Off		To understand the risks associated with parties and feativals and experimenting with drugs. To understand how to stay safe at a featival or a party To evaluate whether drug testing tents at feativals. will reduce drug related deaths at feativals.	Giastonbury, NPS, Lauchino Gas, Euphoria, Nauseas, Disassociation	Iknow the risks associated with attending parties and festivals I know how to keep myself safe. I can explain the dangerous consequences of experimenting with drugs (NPS) at festivals	Health & Wellbeing	K53 H25 & K54 H15	T5 - Drugs + Tobacco + Alcohol	NA	N/A	NA		
Drugs and the War on Drugs	aying Safe Online & Off		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.	Trafficking, drug 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	K\$3 H26 H17	T5 - Drugs + Tobacco + Alcohol		Exploring Influence	NA		
Cosmetic and Aesthetic procedures	aying Safe Online & Off		To understand the differences between aesthetic and cosmetic procedures To explore negative and positive effects of undertaking these procedures. To evaluate what influences people to the point they feel the need to change their appearance for society	Botox, Lip Fillers, Cosmetic Procedures, Breast augmentation, Brest 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	P111	NA		Independence	NA		
Online Reputation and Digital Footprints	aying Safe Online & Off		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 Behaviour	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 in criminal behaviour. Come up with solutions for preventing young people turning to gangs.	Ganos, 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	H23 K53 R33 R34	NA	NA	Peer Influence, Substance Use & Gangs	NA		
Staying Safe Online (social Networks)			I can explain what a gut feeling is and how II links to my intuition I can identify a range of risks associated with 'being online' I know how to mitigate any polential 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 1 understand a wide range of risks associated with internet use 1 know how to reduce the risks associated with 'being online'	Relationships	KS3 R28	T2- Internet Safety & Harmful Behaviour	T3 - Online + Media	Transition & Safety			
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, Respawn, 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	K53 L18 &L19 & L20 K54 L20	T2- Internet Safety & Harmful Behaviour	NA	Digital Literacy			
Drugs - Alcohol			To understand how alcohol impacts the body. To explore the consequences of alcohol misuse. To evaluate the negative impact alcohol use is having on wider society.	Physical, Psychological, social, units, ethanol	I know what alcohol is and the different forms it comes in I can explain the short and long term impacts of alcohol use. I can explain the impact alcohol misuse is having on societ	Health & Wellbeing	KS3 H20 KS3 H25 H24 H28	TS - Drugs + Tobacco + Alcohol	NA	Health & Puberty	Drugs & Alcohol		
Drugs - Nicotine	aying Safe Online & Off		I can explain the harmful chemicals that are contained within a cigarette I understand the impacts smoking has on the body. To evaluate how effective the government has been in helping people to quit smoking.	Carbon Monoxide. Ammonia. Vacino. Fertility. Nicoline. tar. chemicals	I understand all the health consequences of smoking I understand how the government is helping people to quit smoking I will never become a smoker when I'm older	Health & Wellbeing	K53 H28 & H31		~~~	Health & Puberty	Drugs & Alcohol		
Drugs - E-Cigs, Vaping and Shisha	aying Safe Online & Off		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- Juices,	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	Druge & Alcohol	NA		
Energy Drinks and Caffeine - Drugs	aying Safe Online & Off		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.	Sugar. Taurine. Caffeine. Consumption, Coffee, Insomnia	I know which drinks are high in sugar content. I am able to make healthy choices with regards to what I drink I understand the risks associated with Energy drinks	Health & Wellbeing			NIA				
Why not to Carry a knife	aying Safe Online & Off		To explain why it is wrong to ever carry a knife To understand the legal, emotional and physical consequences of carrying a knife To understand how knife crime impacts families and communities	Homicide, Wielded, Attempted Murder, Courts, Home Office, UK Drill Music	I know the take associated with carrying a knite I understand the impact carrying a knite has on family and friends I would never resort to carrying a knite under any circumstance	Relationships	H23 K53 R33 R34	NA	NIA				
County Lines - What is it (Gang Culture)	aying Safe Online & Off	Year B	Lunderstand of over View Centre Contrel Integrates and Contrelations Lunderstand what the term county lines means I can explain how County lines gargs recruit and exploit young people I understand the importance of getting immediate help for myself or a friend if I subject they or I am are in trouble	County Lines. Trab House. Modern Slavery. Elders. Soldiers. Teenier, Drug Mule, Exploitation	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 gangs I understand how county line gangs operate and the dangers of getting involved	Relationships	KS3 R33 R34	NA	N84	Peer Influence, Substance Use & Gangs	Exploring Influence		
County Lines - Who is at risk	aying Safe Online & Off	Year B	To understand who County Lines. Gangs target and why To identify the signs that someone is being exploited To understand how county lines Gangs use Psychological, financial and physical methods to make people feel trapped	Physical, Phycological, Financial, Trap House, Criminal Responsibility	I can explain how gangs make people feel trapped 1 can recognise when a friend is involved with County Lines. I understand the groups of people County line Gangs target and why	Relationships	H23 K53 R33 & K5R34	NA	NA	Peer Influence, Substance Use & Gangs	Exploring Influence		
Substance Misuse	aying Safe Online & Off	Year 8	To define the term substance misuse and understand the way drugs effect users To explore why people misuse substances: To evaluate what support networks are available to help support those in need	Substance abuse, Dependence, Intoxication, Withdrawal, substance, impairment, anxiety,	I can define substance misuse and substance dependency I know how drugs impact the body I can identify a range of factors that may lead to someone abusing drugs	Health & Wellbeing	K53 H27 H28 H16 H17	T5 - Drugs + Tobacco + Alcohol	NA	Druga & Alcohol	Exploring Influence		
Grooming (Boys & Girls)	aying Safe Online & Off	Year 0	To understand how to stay anfe online from grooming To know how to spot a fake profile and catifishers. To know where to seek specialist support and advice to help anyone including yourself who is at risk. To understand how alcohol impacts the body. To explore the	Exploitation, Grooming, Catflahing, Fake Profiles, Deception, Anonymous, Trust, CEOP	I can spot a fake profile online I understand what online grooming is and how people may try to gain my trust in order to abuse it I know where to report online issues and to seek further advice and support	Relationships	KS3 R28	T2- Internet Safety & Harmful Dehaviour	T1 - Families	Digital Literacy	NA		
Drugs - Alcohol and Society	aying Safe Online & Off	Year B	consequences of alcohol misuse. To evaluate the negative impact alcohol use is having on wider society (can explain how alcohol is measured and what limits are for adults. To explore the consequences of alcohol consumption. To evaluate when introducing alcohol to a situation can lead to very dangerous corresponse.	Physical, Psychological, social, units, ethanolUnits, Spirits, Ethanol, Beer, Larger, Wine, Binge Drinking, Shots	know what alcohol is and the affance forms it comes in Lane explain the short and long term impacts finance in alcohol use ican explain alcohol mixuue is tweing on society understand how alcohol attempt is measured can recognise binge drinking when I see it i understand the consequences of consuming alcohol	Health & Wellbeing	KS3 H20 H24 H28	T5 - Druga + Tobacco + Alcohol		Druge & Alcohol	Peer Influence, Substance Use & Gangs		
Cyber Bullying and online safety	aying Safe Online & Off	Year 8	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	Heath & Welbeing	H23	T2- Internet Safety & Harmful Behaviour	T3 - Online + Media	Diversity	NA		
CEOP LEsson	aying Safe Online & Off	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 Exoloitation. 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	KS3 R28	T2- Internet Safety & Harmful Behaviour	T3 - Online + Media	Digital Literacy	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 the 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 things are more socially acceptable than others	Health & Welbeing	K53 H28 H16 H17	T5 - Drugs + Tobacco + Alcohol		Exploring Influence	NA		
Drugs - Cannabis Products			To understand the different forms and street names given b cannable. To explore why some people take cannable. To evaluate whether cannable should be legalised in the UK	Cannabis. THC. CBD Products. Cannabis Oil, Legality, Class B	I undenstand the different forms cannable comes in I know the legal status of Cannable I can evaluate the arguments for and against legalisation of cannable	Health & Wellbeing	KS3 H28 & H31 H25	T5 - Druas + Tobacco + Alcohol		Exploring Influence	Drugs & Alcohol		
Drugs and their Classifications			To consider the differences classification of drugs To explore the legal classifications of 36 drugs. To understand key aspects of the UK's drug policy.	Class A, Class B, Class C, Supply, Possession, Distribution, Psychoactive Substances, Medicine Act 1985	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	K\$3 H25	T5 - Drugs + Tobacco + Alcohol	NA	Druge & Alcohol	NA		
Drugs - Illegal Drugs (Party Drugs)	aying Safe Online & Off		To explore the way 'party' drugs effect users and can put them in very dangerous situations To learn about a range of liegal drugs (Magic Mushrooms, MDAA, Ecstasy, LSD) To explore the link between county line gangs and drugs (deal lines)	Shrooms, Psychoactive, Hallucinogenic, LSD, MDMA, Cocaine, Stimulant, Acid, Trip, Class A	Identify the risks associated with llegal 'party' drugs To understand how gangs profit from the illegal drugs market at the expense of young people To understand why drugs can become so addictive for the users	Health & Wellbeing	K53 H25 & K54 H15	T5 - Drugs + Tobacco + Alcohol	NA	Exploring Influence	NA		
Drugs Illegal - (Class A and B)	aying Safe Online & Off		To learn more about a variety of Class A and B drugs and the impact these drugs have on acciety. 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 associated 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	K53 H25 & K54 H15	T5 - Drugs + Tobacco + Alcohol	NA	Exploring influence	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, Huffino, VSA Addiction, NH5, Prescription drugs, Socially acceptable, Chronic Disease	I know 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	K53 H25 & K54 H15	T5 - Drugs + Tobacco + Alcohol	NA	Peer Influence, Substance Use & Gangs	NA		
Different Types of Addictions	aying Safe Online & Off		To define the term substance addiction To understand the different types of addictions that people can have To evaluate whether sugar is more addictive than cocaine	Inhalants, Gaming, Sugar, Nicotine, Alcohol, Prescription Drugs, Social Media, Substance Misuse	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 & K54 H15		NA				



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	Model	(2) PA - Thematic Model	CDI Framework	CDI Framewo
hild Sexual Abuse (CSE)			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		
reen 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	Understand the history of the mobile phone To recognise the impact screen addiction is having on society and the individual I can define the terms filter bubble and echo chambers	Health & Wellbeing	KS4 H3 H21 KS4 L7	T2 - Internet Safety & Harmful Behaviour	NA	NIA	Building Relationships		
uicide (Thought and Feelings)			Be able to identify warning signs that you or a loved one are thinking about or contemplating suicide To understand how music can be used to help support people 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		
elf 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 distressed. 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	нб	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 Ad	I can explain the difference between mental health and mental liness I understand the different ways mental linesses can be categorized I know how to support someone with their mental health	Health & Wellbeing	K54 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 welbeing	Wellbeing, Emotions, Cognitive Behavioural Therapy	I can explain what emotional wellbeing looks like I know how to improve my emotional wellbeing I can reflect on different areas of my life and how I feet about them	Health & Wellbeing	KS4 H3 & H2 KS3 H5	T1 - Mental wellbeing	NA	Emotional Wellbeing	NA		
ysical 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 Cancer, Testicular cancer, examination, malignant, tumours, self-examination, bladder	I can explain the signs and symptoms of testicular cancer I know how to conduct a self-examination of mine or my boyfriends testicles I understand what prostate cancer is	Health & Wellbeing	Ks4 H18	T6 -Health & Prevention	NA	Healthy Lifestyles	Independence		
vsical 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 girlfriends breasts I understand the significance of a smear test and cervical screening	Health & Welbeing	KS4 H18	T6 -Health & Prevention	NA	Independence			
rgan 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		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 Ireland	Conception, abortion, Conceive, Contraception, Moral, Rights, Pro- life, Pro-choice	I can explain what the legal position is on abortion in the UK I understand a range of views that are pro-Ife and pro-choice I can explain why abortion is such a controversial topic around the world	Relationships	K84 R25	NA	T5 - Intimate R & Sexual Health	Families	NA		
SE Love and Abuse			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 them. Will 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 & Welbeing	KS3 H7	T8 - Changing Adolescent body	NA	Health & Puberty	NA		
uberty - Girls (Periods DOUBLE LESSON)			To understand the physical and emotional changes that happen to girls 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 & Welbeing	KS3 H7	T8 - Changing Adolescent body	NA	Health & Puberty	NA		
uberty - Boys (Wet dreams + Erections)			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		
iberty - Personal Hygiene			I 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)			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 illegal 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 llegal and damaging for young people. I understand the dangers of FGM and how to stop it from happening.	Health & Welbeing	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 assertive way	Health & Wellbeing	KS3 H7	T8 - Changing Adolescent body	NA	Peer Influence, Substance Use & Gangs	Health & Puberty		
uberty - Self Esteem + Empowerment			To describe the concept of self esteem and recognise behaviours linked to low and high self esteem. Develop strategies to help someone who has low self esteem and to understand the wide range of influences on self esteem	Low self esteem, High self esteem, Empowerment, Climate 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	K83 H7	T8 - Changing Adolescent body	NA	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	Health, Physical Health, Mental Health Act, Vitamins	I understand the various definitions for Health and Wellbeing I can identify healthy and unhealthy habits people have I know a range of suggestions to improve my own wellbeing	NA	KS3 H5 & H6 KS4 H3	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, Maltreatment, intervention, Policy, welfare, responsibility, Abuse	I can identify different forms of child abuse I can explain the importance of consent and boundaries I know where to access support and help regarding abuse	Relationships	KS4 R5 KS4 R7	NA	T2 - Respectful Relationships Inc Friendships	NA	Communication In Relationships		
ypes 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 infimidating behaviour. Explain where to seek support and advice on bullying/cyberbullying	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 linesses and know some strategies to maintain positive mental welbeing	PTSD, Anxiety, Depression, Physical, Mental, Wellbeing, 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	KS3 H5 & H6 KS4 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 girls. To understand ways someone can improve their own or a friends self-esteem	Social media, setfle, body image, healthy, 'likes', body confidence, editing, celebrities, filters, followers, attention, comments	I can define the term body image I understand the pressures social media and society places on body image I know ways to raise my own self esteem and that of others	Health & Wellbeing	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 abernatives.	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 substitute unhealthy snacks with healthy snacks	Health & Wellbeing	KS3 H16 & H17	T6 -Health & Prevention	T4 - Being Sate	Healthy Lifestyles	NA		
tress 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	I can identify where stress comes from I know a range of ideas I could 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			understand the male 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	K53 H7	T8 - Changing Adolescent body	NA	NJA	Mental Health		
hat is a vulva - Body Confidence			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 screening	Vulva, Vagina, Labia, Mons Pubis, Cervix, Uterus, Womb, ciltoris	from 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	K53 H7	T8 - Changing Adolescent body	NA	NVA	Mental Health		
3T - 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 friand 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			To describe how photo editing and air brushing are contributing to a faise 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 set esteem	Health & Wellbeing	KS3 H18 & KS4 H10	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Building Relationships	NA		
ow Self Esteem Changes			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	I can identify the difference between high and low self esteem I can explain how things influence someone's self esteem I know a range of ways to manage my own self-esteem	Health & Wellbeing	KS3 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 iffestyle 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, malrutrition,	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	KS3 H32	T6 -Health & Prevention	NA	Independence	Healthy Lifestyles		



Life Beyond School												CAR	EERS
LESSON TITLE	Unit	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association Core Themes	PSHE Association - Specific Links	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CDI Framework	CDI Framework 1
Instagram Generation (Its Ok to feel down)			To explore the link between body image and social media. To understand how hyper edited social media can distort our view on the real world To explore what makes social media sites so popular	Hyper filtered, Body image, Self Esteem, 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 esteem	Heath & Wellbeing	KS3 H18 & KS4 H10	T2 - Internet Safety & Harmful Behaviour	NA	Healthy Lifestyles			
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	KS3 L18 & L19 & L20 KS4 L20	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Digital Literacy	NA	(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	I can explain what marriage is and what it is not I can explain the law around Gay Marriage in the UK and Europe I know a range of views on sex before marriage	Relationships	KS3 R9 & KS4 R3		T1 - Families	Respectful Relationships	NA		
Consumer Protection & rights		Year 10	the Consumer Rights Act 2015 has had on society	responsibilities, Consumer, CAB, Office of Fair trading, Fairtrade	I can identify unethical business practices I know my consumer rights and responsibilities I can explain how both consumers and business can drive better working practices	Living in the wider World	KS4 L21 & L22				Financial Decision 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 differences between civil law and criminal law	Civil law, Criminal Law, Rights, Responsibilities, Moral, Political, Legal	I understand the duties of a citizen in the UK I can identify many different rights and responsibilities I have I can explain the difference between civil and criminal law	Living in the wider World	KS4 L16	NA	NA	Diversity		(13) Developing Personal Financial Capabilities	
Employment Rights		Year 10	To identify a variety of employment rights and responsibilities in the UK To understand different issues related to employee rights To explore the gender pay gap in society	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 amounts per hour employees must be paid. I understand the term 'Gender pay gap'	Living in the wider World	K84 L16	NA	NA	Employability Skils	Community & Careers		(5) Investigating Work & Working Life
Understanding a Payslip		Year 10	To understand what the common features of a payslip are To be able to work out using calculations Gross Pay and Net Pay on a payslip To evaluate the importance of paying tax and Ni contributions	BACS, Deductions Payslip, Net Pay, Gross Pay, National Insurance, Salary, Tax, NI, Tax Code, PAYE	I understand how to interpret a payslip I know how to work out Gross Pay and Net Pay on a payslip I am aware of all the deductions that are likely to come out of my salary when I'm older	NA		NA	NA	Employability Skils	NA		(13) Developing Personal Financial Capabilities
Time Management - Technology		Year 11	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	Addiction, FOMO, Blue Light, smart phone, 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 drawbacks of increasing use and reliance on technology in my life	Living in the wider World		T2 - Internet Safety & Harmful Behaviour	NA	Building For the Future	NA		(3) Self-Improvement as a learner
LGBT (rights across the World)		Year 11	To understand the varying views and laws on homosexually across the world. To explore the work of LGBT activists and the informational community on combating the criminalisation of homosexuality. To discuss and debate sensitive LGBT topics regarding religion, politics, law and homosexuality	Death penalty, Sharia law, Decriminalisation, Abolish Homosexuality, Discrimination	I can identify countries that have discriminatory laws against the LGBT community I understand how to improve LGBT rights around the world can explain why the UK has a moral responsibility in helping to decriminalise homosexuality around the globe	Relationships	KS3 R24 & R25 & R26 & KS4 R13			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 short term and 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 any aware that what I see on social mericia is not reflective of real life I	Heath & Wellbeing	KS3 H5 KS4 H3 & H4	T6 -Health & Prevention	NA	Next Steps	Building For the Future		
Social Media Validation Vs Reality			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 welfness and improving self eateem To understand what a personal statement is. To explore when a	Online Identity, Self Esteem, Addiction, Influencer, fake profiles Personal Statement, CV, Skils,	can explain the positive and negative impact following social media influencers has on me I can identify the four main ways social media stresses people	Heath & Wellbeing	KS3 H18 & KS4 H10	T2 - Internet Safety & Harmful Behaviour	T3 - Onine + Media	Digital Literacy	Extremism & Radicalisation		
Writing a Personal Statement			personal statement may be needed. To be confident in writing a personal statement that reflects your abilities and ambitions	Personal Statement, CV, Skills, Qualities, University, Achievements, applications	I know why a Personal Statement is important I am able to write my own Personal Statement I understand when a Personal Statement may be required	Living in the wider World		NA		Next Steps	NA	(16) Handling Applications and Interviews	(17) Managing Changes & Transition
CV Writing		Year 11	clear and concise CV	Qualifications, Interests, hobbies, referees & work experience	I understand why a CV is important I am conflident in creating my own CV I understand how to layout a CV and what I should avoid in order to make it look professional	Living in the wider World		NA		Next Steps	NA	(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	I understand what happens to me when I sleep I can explain the benefits of good quality sleep I know a rage of strategies to improve my sleep	Health & Wellbeing	KS3 H12	T6 -Health & Prevention	NA	Health & Puberty	NA		
Getting to Know People			I understand the concept of trust I can explain what I have in common with others across my class. To evaluate what it would take for society to truly flourish	Trust, Honesty, Integrity, Self Esteem, Politicians, Society, Character traits	I can identify a range of people I trust in my life I know a lot about other people in my class I can identify positive character traits	Health & Wellbeing	KS3 H2 & H4	T1 - Mental wellbeing	NA	Transition & Safety		(3) Self-Improvement as a learner	(17) Managing Changes & Transition
Transition Point in Your life			Describe how people's feelings change during stages of transition Describe your feelings during times you have experienced transitions identify ways of coping with transition points and 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 am able to reflect on the feelings experienced during transition	Relationships	KS3 R1 and KS4 R2	NA	T2 - Respectful Relationships Inc Friendships	Transition & Safety	NA	(17) Managing Changes & Transition	(3) Self-Improvement as a learner
Careers and your Future			To understand the meaning of the word career To be aware of how careers education can help you plan for the future Recognise the limitations of making career choices based on 'dream' ideas To be aware of what considerations are involved in making realistic choices	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 & Wellbeing	KS3 H9 & H16	T6 -Health & Prevention					
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	Bartering, Currency, Money, wealth, transaction, debt, Exchange, Austerity, HM Treasury	I can explain the three purposes of money I understand how money can influence the world in positive and negative ways I can identify key areas of government expenditure	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	Tolerance, Community, International, local, national, Community Cohesion	I can define community cohesion I understand the benefits of a multicultural society I know how to be an active member of my community	NA				Extremism & Radicalisation			
What are 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 of <u>School</u> Evaluate what makes an effective and persuasive presentation. Have Fun!!!	Life Skills, Enterprise, Entrepreneur, Teamwork, Leadership, Numeracy, Budget, Economy	I can work effectively as part of a team. I Know what makes good team work and leadership I can confidently pitch my ideas to an audience	Living in the wider World	KS3 L15 & L16			Developing Life Skills & Aspirations	Employability Skils	(12) Showing Initiative & Enterprise	(3) Self-Improvement as a learner
Proud to be me		Year 8	To identify what is important for you and what you expect from yourself, taiking line account the beliefs and expectations that others have of you 1 can describe my self adaem and understand ways to improve it. To evaluate what self self love is To help me think carefully about potential careers and focus on my to help me think carefully about potential careers and focus on my	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	Heath & Wellbeing	H2	NIA	NA	Transition & Safety	Building Relationships		(1) Self-Awareness
Careers interests and Jobs		Year 8	to help me trink carefully about potential careers and tocus 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 To describe self esteem and how it impacts someone life. To	Pharmacist, Jeweller, Optometrist, Barista, Maite'D, Forensics, Self Esteem, Self talk, body	I can identify a wide range of jobs I understand that each sector in society contains many career opportunities I know how to plan for my future career I understand ways to boost self esteem I can explain how the media	NA		NIA	NA	Developing Life Skills & Aspirations	NA		
Boosting Self Esteem		Year 8	explore ways to boost self esteem To evaluate the impact negative self talk can have on self esteem	image, influencers, self esteem, positivity, body image	and peers may impact my self esteem I can explain how the mean being body confident	Relationships				Building Relationships	NA	(1) Self-Awareness	(2) Self-determination
FC -Labour Market Information		Year 8	To be aware 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 careers	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	NA				Employability Skila	NA		
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 salaries and duties of a wide range of jobs To understand how success and failure are often linked To explore	Job description, salary, duties, progression, qualifications, GCSE, A levels, University, Skills Success, failure, motivation,	I can identify a range of different UK Job sectors I know the starting salaries of a range of jobs I can explain my dream job or career I can explain how success comes from failure I understand how to turn	N/A				Settings Goals	NA		(4) Exploring Careers and Career Development
Failure to Success		Year 9	what motivates people to achieve incredible things To evaluate the importance of resilience and learning from mistakes and failures	resilience, Empathy, Mistakes, Leadership, opportunities	I can explain how success comes from failure I understand how to tum problems into opportunities I am a resilient person at school, home and in the community	Living in the wider World	R12	NA	NA	Mental Health	NA		(16) Handling Applications and Interviews
Social Media and Online Stress FOMO		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 To Understand the vital importance of First Aid as a life saving skill	harassment , Settings, Privacy, Cyber Bullying	I can explain what online stress is I understand the link between mental health and social media usage I know how to keep my online data safe	Health & Wellbeing	KS3 H18 & KS4 H10	T2 - Internet Safety & Harmful Behaviour	NA	Emotional Wellbeing	NA		
First Aid - How to Administer CPR (Defibrillators)			how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries To understand how to put someone in the recovery position and when to contact emergency services	Defibrillator, CPR, Chocking, Recovery Position, St John Ambulance, BHF, Breathing, Circulation, airways	I am conflident in giving someone basic first aid I Know how to perform CPR and put someone in the recovery position I understand how and when to use a defibrillator to save someone's life	Heath & Wellbeing	KS3 H22 & KS4 H13	T7 - First Aid	NA	Transition & Safety	Independence		
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	Belief, needs, wants, Inspiration, Future, dreams, ability	I can explain what happiness looks like for different people I can recognise my own emotions and how I'm feeling I have an opinion about whether happiness exists or not	Heath & Wellbeing	KS3 H2 & H5	T1 - Mental wellbeing		NA	Transition & Safety		
Anger Management			To understand the science behind why someone gets angry To explore how our thoughts and feelings can impact what we do and say To understand how to deal with and manager anger	Angers, Triggers, Conflict Management, Emotions, Language, self awareness	I understand the science behind being angry I can recognise when Im getting angry and what my triggers are I am able to deal with my anger in a positive way	Relationships	KS3 R27 & R12	NIA	T2 - Respectful Relationships Inc Friendships	Respectful Relationships	NA		
Employment & Financial Management		Year 9	To define terms such as financial capability and financial competence. To understand the importance of budgeting throughout a person life To know how to calculate your personal income tax liability	Budget, forecast, debt, savings, investments,, financial competence, Financial capability	I understand how debt and borrowing money can impact on personal finance I am able to budget now and for the future I understand how income tax is calculated	NA			NA	Y7 Financial Decision Making	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- assertial 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	