

Charlton School Personal Development Curriculum Overview 2021-2022



Charlton School

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

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<ul style="list-style-type: none"> Wellbeing Resilience PIXL Orate Communication Initiative E-Safety Leadership 	<p>'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</p>	<p>A world without harm and 'the power of our words' Tools of Virtue</p>	<p>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?</p>	<p>Self-assessment. Listening and responding,</p>	<p>Introduction to e-safety and Digital footprint The importance of goals and achievement.</p>	<p>Mental health self-assessment. How being active impacts mental health?</p>
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Year 8						
	Autumn Term – Celebrating our differences		Spring term – Thinking with a clear Head		Summer term – Committing to Growth	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wellbeing theme	Finding the Balance		Supporting myself and Healthy lifestyles		Heathy Minds	
<p>Year 8 PSHEE 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</p>	<p>Rights responsibilities and British values Desert Island Living Desert Island (Building a community) Desert Island (Making decisions) Criminals, Law and Society Law making in the UK. Prisons reform and punishment</p>	<p>Celebrating diversity and equality LGBT What is it? Homophobia in School Supporting those that are LGBT Challenging homophobia Transphobia Coming Out</p>	<p>Relationships and sex education Intro to Relationships and Sex Education Healthy Relationships Dealing with conflict Sexual Orientation Gender Identity Introduction to contraception What is Love Periods and Menstrual Cycle</p>	<p>Staying safe online and offline (CSE) County Lines County Lines (who is at risk) Substance Misuse Online Safety – Cyber Bullying Grooming Boys and Girls Drugs (Alcohol Safety) Child exploitation online</p>	<p>Health and wellbeing Health and Wellbeing What is Mental Health Positive Body Image Child Abuse Types of Bullying Healthy eating and Cholesterol Stress management</p>	<p>Life Beyond school Employability Skills Practice Proud to be me + Careers. Career Interests and Job ideas Self Esteem and the Media Labour Market Information Exploring Careers</p>
Year 8 CE day	Puberty Big Antbullying Assembly (Princess Diana Trust) Staying Safe Online Cyber Bulling Kooth – Wellbeing Local Offer		PDSA Charity. How to support local and National Charities Sexual Harassment Peer on Peer abuse E-Safety Road Safety Loudmouth 'Our of It' – Drugs and Alcohol		Prevent (County Lines, Knife Crime and Extremism) Police. Safeguarding Update Protected characteristics, British Values. Just Like Us LGBTQ+ Better Health/Every Mind Matters PHE	

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

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

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<p>Year 9 CE day RSE 'Respect yourself'</p>	<p>County Lines Big Antibullying Assembly (Princess Diana Trust) Staying Safe Online Cyber Bulling Kooth – Wellbeing Local Offer</p>		<p>Loudmouth – Online Safety and bullying Sexual Harassment Peer on Peer abuse E-Safety First Aid – Red Cross Virtual Session Aspire to HE</p>	<p>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 Medical Mavericks (Careers – NHS)</p>		
<p>Year 9 Character Education Year group assemblies and reflection.</p> <ul style="list-style-type: none"> ● Organisation ● Them and Us ● Wellbeing ● Resilience ● PIXL Orate ● Communication ● Initiative ● E-Safety ● Leadership ● Futures 	<p>Voice and Body Language. Working with others. Helping each other grow. How to deliver feedback sensitively and how to handle receiving feedback Healthy Minds and Mental Health</p>	<p>What is the difference between managing and leading and motivational leadership. Motivating myself. What is respect? Is my language respectful? Breaking down language. Resilience</p>	<p>Impact of being offended and respecting those who are not the same as us Online behaviour. Content and rhetoric. Social Media and Communication and Communication in the workplace</p>	<p>What does an organised person look like and organisation in the future. What organisational techniques work for me? Content Structure and rhetorical techniques</p>	<p>Pride and Pride in the environment. Confidence 'what makes people quit?' Overcoming barriers and turning setbacks into success</p>	<p>Competitive advantage. What's so good about showing imitative? Initiative and growth mindset with solution based and problem-based thinking The impact of valuing people and ways to show that you value people.</p>

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Year 10						
	Autumn Term – Owning my journey		Spring term – Owning my actions		Summer term – Owning my decisions	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wellbeing theme	Finding the Balance		Supporting myself and Healthy lifestyles		Heathy Minds	
Year 10 PSHEE Form time Rights responsibilities and British values Celebrating diversity and equality Relationships and sex education Staying safe online and offline (CSE) Health and wellbeing Life Beyond school	Rights responsibilities and British values Saving and managing Money Employment Rights Careers and Enterprise (Work Experience) Employability skills practice (Labour Market Information) Targeted advertising and your data Exploring a paycheck Employment rights	Celebrating Diversity and Equality Exploring Britishness and British Values Critical Thinking and Fake news Women’s Rights and Equality Me Too Gender Equality Sources of Law	Life Beyond School (Careers and Enterprise) Consumer Rights How do my subjects link to careers? Post 16 options CV Writing Interview preparation	Relationships and Sex Education (RSE) Campaigning Against FGM Sexting Nudes and Dick Pics Porn lesson 1 Porn lesson 2 Domestic Abuse and Violence Relationships, Sexual Abuse and Rape Sexualisation of the Media	Life Beyond School Careers and Enterprise Instagram generation Marriage and Family, what is it? Rights and responsibilities Consumer Rights Work experience reflection	Health and Wellbeing/ Staying Safe Online and Offline (RSE) Child Abuse (CSE) Screen Time and Safe Use Mobiles Common Types of Mental Health Self Harm Suicide (Thoughts and Feelings) Promoting Emotional Wellbeing
Year 10 CE day	Loudmouth - Working For Marcus on child exploitation, Safe and Sound on abuse in teenage relationships, Trust Me on sexual health. Careers and FE apprenticeship Providers. Including 16 LMI Presentations from local providers and companies	Aspire to HE target 20 online sessions	Positively Mad (Revision and Study Skills) Sexual Harassment Peer on Peer abuse E-Safety Pathways into HE (University of Chester) Stephen Seki – Virtual aspiration talk.	Prevent (County Lines, Knife Crime and Extremism) Police. Safeguarding Update Protected characteristics, British Values. Just Like Us LGBTQ+ Better Health/Every Mind Matters PHE Bullying and Online Bullying (PAC) Climate Change - Plastic Free Communities and 'Sustainable' T&W Virtual Work Experience		
Year 10 Character Education Year group assemblies and reflection. • Organisation	Mindset Assessment and Mind Training What organisational skills do I need at school? Balancing importance and urgency	From setbacks to success Active learning Working independently Performance Career Development	Physical Harm Psychological Harm Harm Online	What is my motivation Motivating myself How to build a portfolio What do I find effective?	What is strong leadership? Using your heart and head	Mental Energy Confidence in speaking Appraisal and looking ahead Which apprenticeship

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<ul style="list-style-type: none"> • Them and Us • Wellbeing • Resilience • PIXL Orate • Communication • Initiative • E-Safety • Leadership • Futures • Power to perform 	<p>Organising things and organising myself</p>	<p>The labour market</p>	<p>Helping 'them' groups at risk of harm How can we protect each other in society? Emotional, psychological and physical resilience</p>	<p>Giving and receiving constructive criticism Interviews</p>	<p>Command and Control versus Discuss and Decide Why do employers want leadership skills?</p>	<p>What is university and why go to one? Recharge Making Choices</p>
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Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wellbeing theme	Finding the Balance		Supporting myself and	Healthy lifestyles	Heathy Minds	
Year 11 PSHEE Form time Rights responsibilities and British values Celebrating diversity and equality Relationships and sex education Staying safe online and offline (CSE) Health and wellbeing Life Beyond school	Life Beyond School/ Health and Wellbeing (Your Future and Beyond) Planning for your future Personal branding Making applications post 16 Writing a personal statement Time Management Exam Stress and Relaxation	Rights, Responsibilities And British Values Celebrating Diversity and Equality Aid and Supporting Other Countries Fairtrade Peace War and Conflict LGBT Rights and British Values What is a cult? What are Human Rights? Exploring Human Rights	Relationships and Sex Education (RSE) Adult Health and Looking after Yourself Organ Donation and Blood Donation Teenage Pregnancy Abortion Laws, Morals and Ethics Testicular and Prostrate 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		
Year 11 CE day RSE 'Respect yourself'	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.		Positively Mad (Revision and Study Skills) Sexual Harassment Peer on Peer abuse E-Safety NCS – Mindfulness and Stress Choices for FE – Aspire to HE NCS – Virtual presentation on summer opportunities	Prevent (County Lines, Knife Crime and Extremism) Police. Safeguarding Update Protected characteristics, British Values. Just Like Us LGBTQ+ Better Health/Every Mind Matters PHE Bullying and Online Bullying (PAC) Climate Change - Plastic Free Communities and 'Sustainable' T&W Stephen Seki – Live Assembly (Motivational Speaker)		
Year Group Assemblies Year group assemblies and reflection.	Breaking down the journey Using PLCs to support resilience Self-evaluation and self-criticism	Mental Health 1 Mental Health 2 Mental Health 3	Spotting a gap in the market Continual Challenge	Leadership and humility When leaders make mistakes		

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

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

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House Activities	<p>Charlton Bake Off to support the Macmillan Coffee Morning. 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</p>	<p>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.</p>	<p>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</p>	<p>Walk or bike to school. Environment and positive contribution. Jubilee Celebration – Theme of Modern Britain and Diversity. Child Criminal Exploitation Day</p>	<p>Charltonbury Understanding how to contribute positively to the lives of those living and working in the locality of the school and to society more widely. Charity fundraising event with local community partners.</p>	<p>Goals and achievements Year group reflection and celebration</p>
Enrichment Opportunities	<p>Virtual visits to places of worship BBC Young Reporter Duke of Edinburgh GSUS Live Marines Visit Mosque Visit KS4 Church Visit KS4 Presentation Evening Open Evening Young Enterprise Inspiring Digital Enterprise Award (Y7 and Y8) All Y7 students Outward Bound Residential Trip to the Pioneer Centre Celebration Trips Y8 Students – National Trust Y9 Students – Seaside Y10 Students – Zoo Y11 Students – Theme Park</p>	<p>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)</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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</p>

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Rights, Responsibilities & British Values												CDI Framework	CDI Framework 1
LESSON TITLE	Unit	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association	CPSHE Association	S-Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model (2)	PA - Thematic Model (1)	CDI Framework	CDI Framework 1
Conspiracy & Fake News	Rights, Responsibilities & British Values	Year 9	To understand what a conspiracy theory is To explore why conspiracy theories and extremist narratives are interlinked To evaluate why conspiracy theories can be damaging to society	Conspiracy theories, extremism, extremist narratives, evidence, 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	N/A	N/A	Digital Literacy	Extremism & Radicalisation		
Extremism in all its forms	Rights, Responsibilities & British Values	Year 9	To define the terms extremism, terrorism and radicalisation To understand the different types of extremism To understand how extremist views can lead to acts of terrorism	Extremism, terrorism, 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	N/A	N/A	Extremism & Radicalisation	N/A		
Terrorism (Far Right & Islamist)	Rights, Responsibilities & British Values	Year 9	To understand the iceberg analogy of terrorism To explore why people may choose to commit an act of terrorism To evaluate the current terror threat to the UK and explore recent acts of terrorism	Jihad, Crusade, Extremism, Terrorism, Radicalisation, Holy war	I understand what terrorism is and can give examples I can evaluate how terrorism makes me feel I know who to contact if I suspect someone is planning an act of terrorism	Living in the wider World	KS3 L26 KS4 L24	N/A	N/A	Extremism & Radicalisation	N/A		
What are British Values	Rights, Responsibilities & British Values	Year 9	To explore if being British is still a positive identity for young people today To understand how supporting British values can help combat extremism To understand some of the dangers young people should be aware of and how to protect against them	Identity, Values, Principles, Tolerance, Hate Crime, Community Cohesion	I can define what being British means to me I understand a wide range of issues that impact young people in society I can explain why promoting British values helps to reduce extremism in the UK	Living in the wider World		N/A	N/A	Developing Life Skills & Aspirations	Extremism & Radicalisation		
The Radicalisation Process	Rights, Responsibilities & British Values	Year 9	I understand how the radicalisation process works I am able to explore the different methods used by extremist groups to spread their ideologies I understand what can be done to prevent myself and others from being susceptible to radicalisation	Propaganda, Intolerance, radicalisation, Prevent, Channel, Extremism, Bias	I can define radicalisation I understand the methods used by extremist groups to radicalise others I understand how to think critically in order to keep myself safe	Living in the wider World	KS3 L26 KS4 L24	N/A	N/A	Extremism & Radicalisation	Digital Literacy		
How does Counter Terrorism Work?	Rights, Responsibilities & British Values	Year 9	I understand how counter terrorism works in the UK and the Prevent duty I understand how to respond in a terrorist situation I can evaluate the best way to fight extremism and the ideologies spread by extremist groups	Prevent, Persue, Channel, Legislation, Counter Terrorism, Ideology	I know what counter terrorism is I know how to respond in a terrorist situation I can describe the Pygmalion effect	Living in the wider World		N/A	N/A	Extremism & Radicalisation	N/A		
Anti-Semitism	Rights, Responsibilities & British Values	Year 9	To define the terms Zionism and Anti-Semitism To explore why Jews have been persecuted in Europe over hundreds of years To evaluate whether Jeremy Corbyn and the Labour Party are Anti-Semitic	Labour Party, Zionism, Anti-Zionism, Anti-Semitic, Pogrom, Persecution	I can define Zionism and Anti-Semitism I understand why Anti-Semitism has been in the news recently I can describe what a cohesive community looks like	N/A		N/A	T2 - Respectful Relationships Inc Friendships	Extremism & Radicalisation	N/A		
Critical thinking & Fake News	Rights, Responsibilities & British Values	Year 10	To understand how to spot fake news To explore the damaging consequences of Fake news To understand why critical thinking is important	Fake News Conspiracy Theories, Critical Thinking, Disinformation, Misinformation	I can spot fake news I understand the importance of critical thinking I understand why fake news can be damaging	Living in the wider World	KS3 L25 KS4 L27	N/A	N/A	Digital Literacy	Extremism & Radicalisation	T7 Jobs & Labour Market Information	
LGbt + British Values	Rights, Responsibilities & British Values	Year 10	To define homophobia and give examples of it in UK society To explore how British values can be used to combat homophobia To evaluate how far the UK has come in tackling various forms of discrimination	Sovereignty, Homophobia Discrimination, tolerance, Rule of law, Prejudice	I can define the term homophobia I understand how British Values are used to combat homophobia in the UK I know where to seek support for myself or a friend who is dealing with homophobic abuse	Relationships		N/A	N/A	N/A	N/A		
What is a cult	Rights, Responsibilities & British Values	Year 10	To define the word cult To explain why people may be attracted to these groups and some of the dangers of these groups To evaluate the difference between a cult and a religion	Cult, tradition, religion, Values, manipulation, coercion	I know what a cult is I understand the differences between a cult and a religion I understand why people may decide to join a cult	Living in the wider World		N/A	N/A	N/A	N/A		
Exploring British Values	Rights, Responsibilities & British Values	Year 10	To define the different British values To understand the importance of Promoting British Values To understand where our sense of identity comes from and why it is important to have a sense of belonging	Tolerance, values, Multicultural society, Social development, sovereignty	I can describe the British Values I understand the different aspects that make up my identity I understand the importance of promoting British Values in school	Living in the wider World		N/A	N/A	N/A	N/A		
Human Rights and their Importance	Rights, Responsibilities & British Values	Year 10	To define what Human rights are To explore how Human Rights came about To evaluate how we can protect Human Rights in the modern world	UDHR 148, Council of Europe, ECHR, ECHR, United Nations, HRA 1998 Rights Responsibilities	I can name a range of Human Rights I understand the origins of Human Rights I understand how Human rights are protected	Living in the wider World		N/A	N/A	Diversity	N/A		
Balancing Human Rights	Rights, Responsibilities & British Values	Year 10	To explore how Human Rights are protected against 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		N/A	N/A	N/A	N/A		
Politics + Parliament 1 (Why is politics important)	Rights, Responsibilities & British Values	Year 7	To understand the impact politics has on every day life To explore the History of the UK Parliament To evaluate why its better to live in a democracy rather than a dictatorship	Parliament, Westminster, Democracy, totalitarianism, elections Government, Parliament, Politics	I understand how politics impacts my life I can describe the role of parliament I can explain the difference between living in a democracy and a dictatorship	N/A		N/A	N/A	N/A	N/A		
Politics + Parliament 2 (How is the country run)	Rights, Responsibilities & British Values	Year 7	To describe the make up of parliament and the main roles it performs To understand the role of a local MP To evaluate whether MP's are doing a good job at running the country and representing our views in Parliament	House of Commons, House of Lords, Monarchy, Constituency, Civil Service, Westminster	I can explain the differences between the two houses of Parliament I can describe the role of a Local MP I can identify the features of a democratic country	N/A		N/A	N/A	N/A	N/A		
Politics + Parliament 3 (Setting up a Party)	Rights, Responsibilities & British Values	Year 7	To name the main parties that represent the UK in Parliament To explore what makes a good political party To be able to create a new political party for the UK	Turnout, General election, Campaigns, Slogan, Logo, Conservative, Labour, Party Ideology	I can name five political parties I understand the difference between Labour and Conservative I know who can and cannot stand for political office	N/A		N/A	N/A	N/A	N/A		
Politics + Parliament 4 (Campaigning)	Rights, Responsibilities & British Values	Year 7	To describe the different types of elections in the UK To explore how a new government is formed after a general election To evaluate the importance of exercising your right to vote	First Past The Post, By elections, General Elections, Proxy, Postal, digital democracy, Campaigning	I can explain how the Government is formed I understand the different types of elections held within the UK I can explain several reasons why voting is important	N/A		N/A	N/A	N/A	N/A		
Politics + Parliament 5 (Big Debates)	Rights, Responsibilities & British Values	Year 7	To define the terms advocate and devils advocate To practice the art of debating To evaluate recent law changes in the UK	Devils advocate, Advocacy, Debating, Parliament, UK	I can define the terms advocate and devils advocate I can recognise a wide range of views on a single topic I understand the arguments for and against lowering the voting age	N/A		N/A	N/A	N/A	N/A		
Politics + Parliament 6 (Exploring Parliament)	Rights, Responsibilities & British Values	Year 7	To describe the state opening of parliament To explore inside the House of commons and the House of Lords To explain the difference between parliament and Government and evaluate who holds the balance of power	Clerk, Parliament, Government, Speaker, Public Gallery, Black Rod, Despatch Box, Lords,	I can explain how Parliament is opened I understand the differences between Parliament and Government I know what the roles of the Houses of Parliament look like	N/A		N/A	N/A	N/A	N/A		
Law 3 - Desert Island Making Decisions	Rights, Responsibilities & British Values	Year 8	Understanding how to survive on a desert island To describe the different rites of passage throughout life To develop skills of evaluation, prediction and self-reflection	Baptism, Brit Miteah, Azeqaah, Prierities, Survival, ceremony	I could survive on a desert island I understand how to be a good team player I understand how birth is celebrated by different religions	N/A		N/A		Settings Goals	N/A		
Law 4 - Criminal, Laws and Society	Rights, Responsibilities & British Values	Year 8	To understand why the age of criminal responsibility varies in different countries To understand how the criminal justice system operate for young offenders To evaluate why young people commit crimes	Theft, Crime, Commandments, law, Criminal Responsibility crimes	I know the age of criminal responsibility in the UK and other countries I can explain how the criminal justice system treats young offenders I can define legal rights and the rule of law	N/A		N/A	N/A	N/A	N/A		
Law 1 - Desert Island Living	Rights, Responsibilities & British Values	Year 8	To explore what it would be like to live on a desert island To understand that with rights comes responsibilities To evaluate the fairest way to make choices	Rites of passage: Ceremonies (rites) or celebrations to mark important stages or landmarks in a person's journey (passage) through life.	I can make difficult decisions I understand the qualities needed to be a leader I work well in a team	N/A	KS3 R15	N/A	N/A	Settings Goals	N/A		
Law 2 - Desert Island Living Complete	Rights, Responsibilities & British Values	Year 8	To understand the concept of community cohesion and what makes a community To be able to make decision and understand the impact of those decisions To understand the different forms of prejudice that exist	Community, Disability, Prejudice, Discrimination, Multiculturalism, diversity	I know what makes a good community I try not to stereotype and pre judge people I can define prejudice and discrimination	N/A		N/A	N/A	Settings Goals	N/A		
Law 5 - How are laws made in society	Rights, Responsibilities & British Values	Year 8	To understand why laws are needed in society To understand the process of how a bill passes through Parliament To evaluate recent changes to the law in England and Wales	House of Commons, House of Lords, Royal Assent, bill, White & Green Paper, Consultation, 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	N/A		N/A	N/A	N/A	N/A		
Law 6 - Prison, Reform and Punishment	Rights, Responsibilities & British Values	Year 8	To explain the types of punishments available in the UK To understand the different theories behind punishing offenders To evaluate whether Prison is an effective form of punishment	Prison, Manslaughter, Reparation, 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	N/A		N/A	N/A	N/A	N/A		
Who is Boris Johnson	Rights, Responsibilities & British Values	Year 7	To describe how Boris Johnson became the Prime Minister in 2019 To explore the political career of Boris Johnson To evaluate whether Boris Johnson has the skills and qualities needed to be an effective Prime Minister	Conservative, Tory Leadership, Election, Prime Minister, Negotiation, Advocacy	I can explain how Boris Johnson became the Prime Minister I can explain the job responsibilities of the Prime Minister I can explain the skills and qualities needed to be Prime Minister	N/A		N/A	N/A	N/A	N/A		

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Celebrating Diversity & Equality											CAREERS		
LESSON TITLE	Unit	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association	CPSE Association - S	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CDI Framework	CDI Framework 1
LGBT + What is it	Celebrating Diversity & Equality	Year 8	To define the acronym LGBTQ+ To explore a variety of LGBTQ+ Role Models in British society To understand the many different key terms and concepts that are used within this topic	Homophobia, Gender, Sexuality, Prejudice, discrimination	I can explain the importance of celebrating LGBT+ History Month I understand the meaning of LGBTQA+ I can name a variety of LGBT+ role models	Relationships	KS3 R24 & R25 & R26 & KS4 R	N/A	N/A	Discrimination	N/A		
LGBT + Homophobia in society	Celebrating Diversity & Equality	Year 8	To reflect on the extent homophobia exists in schools To understand what constitutes homophobic language and homophobic bullying To empathise with how difficult it can be for young people to deal with / live with homophobia in modern day society	Homophobia, transphobia, xenophobia, verbal abuse, physical abuse, cyber abuse	I can define homophobia I understand a range of forms homophobia takes I understand why its wrong to use homophobic language	Relationships	KS3 R24 & R25 & R26 & KS4 R	N/A	N/A	Diversity	Discrimination		
Support someone (LGBT focus)	Celebrating Diversity & Equality	Year 8	To define the term ally To explore why ally's are needed for the LGBT community To understand what can be done to support a friend in need	Ally, Oppression, Human Rights, Support, Community	I am an Ally to the LGBT+ Community I understand how to support a friend in need I would be confident in challenging homophobic language if I heard it	Relationships	KS3 R24 & R25 & R26 & KS4 R	N/A	N/A	Discrimination	Exploring Influence		
LGBT - challenging Homophobia	Celebrating Diversity & Equality	Year 8	To explore why homophobia exists To explore how to assertively challenge homophobic language and phrases in school and everyday life To understand how to handle difficult people and uncomfortable conversations	Passive, Assertive, Aggressive, Homophobia	I can recognise passive, assertive and aggressive communication styles I know how to be assertive with someone I feel well equipped to challenge homophobic when I see it in school	Relationships	KS3 R24 & R25 & R26 & KS4 R	N/A	N/A	Discrimination	N/A		
Transphobia	Celebrating Diversity & Equality	Year 8	To understand the terms gender dysphoria and transphobia To explore the misconceptions that surrounds trans people To examine how Trans people are treated throughout the world	Gender Dysphoria, Transferring, biological, Hormones, transphobia	I understand what gender dysphoria is I understand the importance of celebrating the LGBT+ Community I feel confident in talking about trans issues to other people and using the correct terms	Relationships	KS3 R24 & R25 & R26 & KS4 R	N/A	N/A	Discrimination	N/A		
LGBT - Coming out	Celebrating Diversity & Equality	Year 8	To explore the concept of 'out' and what it means to 'come out' To understand the thoughts, feeling and processes someone might be going through who is thinking of coming out To evaluate what support networks are available to help support those in need	Coming out, Gender Identity, Closet, Rejection, Acceptance	I know how to support someone coming out I know where to go for extra information and support regarding LGBT issues I understand the issues faced by someone coming out	Relationships	KS3 R24 & R25 & R26 & KS4 R	N/A	N/A	Discrimination	Communication In Relationships		
What is your identity	Celebrating Diversity & Equality	Year 7	To understand the wide variety of aspects that make up ones identity To understand how different things might influence your identity To understand that its OK to be different and to be proud of your identity	Identity, Heritage, Personality, Religion, society	I can describe my identity I understand a range of influences on my identity I'm able to express myself at home and at school	Health & Wellbeing	H2	N/A	N/A	Discrimination	N/A	(8) Valuing Equality, Diversity & Inclusion	
Nature Vs Nurture	Celebrating Diversity & Equality	Year 7	Secure: To understand what makes up our identity Extended: To explore how our identity is formed Advanced: To evaluate what influences our identity the most	Genes, Environment, Psychological, DNA, Epigenetics, Nature, Nurture, socialisation	I understand the Nature Vs. Nurture debate I can describe the different stages of socialisation I understand what is socially acceptable and not socially acceptable	Living in the wider World		N/A	N/A	N/A	N/A		
The Equality Act	Celebrating Diversity & Equality	Year 7	To explore the brief history of Anti-discrimination laws passed in the UK To understand what characteristics are protected under the Equality Act 2010 To evaluate whether the UK is doing enough to ensure equality opportunities for everyone	Equality, Anti-discrimination laws, Legislation, Government	I can name several anti-discrimination laws passed by the UK Government I can name at least six protected characteristics I can explain the difference between direct and indirect discrimination	Living in the wider World	KS4 L2 KS4 R5	N/A	T2 - Respectful Relationships Inc: Friendships	Community & Careers	Discrimination	(8) Valuing Equality, Diversity & Inclusion	
Breaking Down Stereotypes - Gender / Age	Celebrating Diversity & Equality	Year 7	To define stereotyping and prejudice To explore why stereotyping still exists today To evaluate what can be done to challenge stereotypes	Prejudice, discrimination, stereotype, Tolerance, Persecution, Injustice	I can explain where stereotypical views come from I understand why its important not to stereotype I don't judge people before I get to know them	Living in the wider World	KS3 L3 L4 and L7	N/A	T2 - Respectful Relationships Inc: Friendships	Community & Careers	Developing Life Skills & Aspirations	(8) Valuing Equality, Diversity & Inclusion	
Prejudice and Discrimination	Celebrating Diversity & Equality	Year 7	To identify different forms of prejudice and discrimination e.g. racial, gender etc. To consider how we can ensure equality for all in society To evaluate how cohesive Britain really is	Prejudice, discrimination, intolerance, justice, Equality, Hate Crime, Home Office	I know the difference between prejudice and discrimination I understand how 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	N/A	T2 - Respectful Relationships Inc: Friendships	Diversity	Discrimination	(8) Valuing Equality, Diversity & Inclusion	
Challenging Islamophobia	Celebrating Diversity & Equality	Year 7	To define islamophobia and give examples of it in UK society To explore where islamophobia comes from To consider how the government and legislation are attempting to combat different forms of discrimination.	Genocide, Harassment, Bullying, Discrimination, Prejudice, Muslim, Islamophobia	I understand the different forms hate crimes can take I can define islamophobia and understand some of the causes I know the hierarchy of discriminatory acts	Living in the wider World	KS3 L3 and L7	N/A	T2 - Respectful Relationships Inc: Friendships	Diversity	Discrimination	(8) Valuing Equality, Diversity & Inclusion	
World Issues - International Organisations	Celebrating Diversity & Equality	Year 10	To understand the role international organisations play in the world To explore the history of the UN, NATO and the Commonwealth To evaluate the importance of being a member to these organisations	Sanctions, Agreements, democracy, NATO, EU, WTO, Commonwealth	I can identify six organisations that the UK belongs to I understand the work and role of the UN and the Commonwealth I understand the benefits international organisations provide to the worlds people	N/A		N/A	N/A	N/A	N/A		
World Issues 2 - Brexit	Celebrating Diversity & Equality	Year 10	To describe the purpose of the European Union To understand why the Brexit referendum happened To evaluate the arguments for and against Brexit	Brexit, Remain, Europhile, Eurosceptic, Democracy, Referendum, Independence, Sovereignty	I know why Brexit happened I understand a range of arguments for Brexit I understand a range of arguments against Brexit	N/A		N/A	N/A	Community & Careers	N/A		
World Issues 3 - Aid and Supporting other countries	Celebrating Diversity & Equality	Year 10	To describe a variety of ways the UK can help support other countries To understand the different issues impacting countries across the world To evaluate what support networks are available to help support those in need	Free Trade, Fair Trade, Aid, NGO, Developing, Globalisation, Debt relief	I know the difference between Free trade and Fair trade I understand how one country can help another I know the differences between developing countries and developed countries	N/A		N/A	N/A	N/A	N/A		
World Issues 5 - Fair Trade	Celebrating Diversity & Equality	Year 10	To identify how Fair Trade supports developing countries and their farmers To understand the importance of being an ethical consumer	Fair Trade, Protest, Pressure Group, Government, Consumer, Producer, discrimination, forced labour	I understand the concept of Fairtrade I understand some of the Fairtrade principles I am an ethical consumer	N/A		N/A	N/A	Y7 Financial Decision Making	N/A		
World Issues 6 - Peace and War + Conflict	Celebrating Diversity & Equality	Year 10	To explore a variety of people who have successfully campaigned for peace over the years To understand different symbol for peace used across the world To evaluate why some world conflicts are difficult to solve	Peace =A state where there is no war and fighting	I can identify a variety of peace symbols I can explain a range of factors that cause conflict I can name a variety of peaceful activists and the causes they fought for	N/A		N/A	N/A	N/A	N/A		
Multicultural Britain	Celebrating Diversity & Equality	Year 7	To describe how diverse modern Britain is To explore the recent history of migration to Britain To evaluate the concept of Britishness and whether multiculturalism works	Immigration, Emigration, Migration, Diversity, ethnicity, social, economic, political	I can give examples of multicultural Britain I can explain why different groups have migrated to the UK over the past 60 years I can explain the positive impact migration has had on Britain	N/A		N/A	N/A	Diversity	Community & Careers		
Women's Rights	Celebrating Diversity & Equality	Year 10	To explore the changing role of women in society over the past 100+ years To understand the key events that led up to women gaining equal rights with men To evaluate what support networks are available to help support those in need	Equality, Suffrage, Suffragettes, Representation Act	I can explain how the role of women has changed in society I understand key events that have led to equal rights for women I can identify a variety of positive female role models	N/A		N/A	N/A	Community & Careers	N/A	(8) Valuing Equality, Diversity & Inclusion	
#MeToo and Times Up Movement	Celebrating Diversity & Equality	Year 10	I can explain what the #MeToo movement is about I can explain how the Times's Up movement is helping to support women and equality I understand the importance of speaking out about sexual misconduct and sexual harassment	Activists, Movements, Sexual harassment, Sexual Assault, Misconduct Equality	I can explain the #MeToo Time's Up movements I understand the importance of speaking out against sexual harassment I can identify a variety of positive female role models	N/A		N/A	N/A	Discrimination	N/A	(8) Valuing Equality, Diversity & Inclusion	

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Staying Safe Online and Offline										CAREERS			
LESSON TITLE	Unit	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association Core Themes	PSHE Association Specific Links	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CDI Framework	CDI Framework 1
Honour Based Violence	Young 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 R5	N/A	T1 - Families	Families	N/A		
Forced Marriage + Breast Ironing + Flattening	Young Safe, Online & Off	Year 10	To understand the terms, Forced marriage, breast ironing and child brides. To explore recent statistics related to forced marriages in the UK and Commonwealth countries. To evaluate the effectiveness and risk of the Forced Marriage Unit.	Culture, Human Rights, Forced Marriage, Breast Ironing, FMPO (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 can advise someone of where to seek help if they are being forced into a marriage.	Relationships	KS4 R5 KS4 R7	N/A	T4 - Body Safe	Families	Respectful Relationships		
Online Gambling (Games In App Purchases)	Young Safe, Online & Off	Year 10	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 betting.	BBFC, PEGI, Debt, In-app purchases, Skin betting, Gaming Whales, 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 & L19 & L20 KS4 L20	N/A	N/A	Financial Decision Making	Digital Literacy		
Social Media Validation	Young Safe, Online & Off	Year 10	I can explain the role of social media influencers. I understand the risks associated with social media validation and how to get rid of it. I can evaluate how social media can impact my self-esteem and mental health.	Validation, Addiction, Mental Health, Influencers, Advertising, YouTube, Vloggers	I will not become addicted to social media. I can explain the link between social media and negative self-esteem. I understand how to combat social media validation.	Relationships	KS3 H18 & KS4 H10	N/A	N/A	N/A	N/A		
Keeping your data safe (social Networks)	Young Safe, Online & Off	Year 10	To understand the importance of keeping personal online data safe. To identify different types of online scams and tricks. To identify why the dark web can be so dangerous.	Visiting, Phishing, Smishing, Fraud, Identity, ID Theft, Financial Irons, 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	KS4 H10	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Digital Literacy	N/A	(18) Handling Applications and Interviews	
Causes of Knife Crime	Young Safe, Online & Off	Year 10	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 most risks to those that carry knives and their families and friends.	Homicide, Wounded, Attempted Murder, Courts, Home Office, UK, DfM Music	I understand the impact of carrying a knife on me and others. I can explain how to tackle the causes behind people carrying knives. I understand how to seek further advice and support in relation to knife crime.	Relationships	H23 K33 R33 R34	N/A	N/A	Peer Influence, Substance Use & Ganga	N/A		
Modern Day Slavery	Young Safe, Online & Off	Year 10	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.	Slavery, Human Trafficking, Coercion, abduction, illegal immigration, criminal gangs	I understand how to recognise modern day slavery. I understand how human trafficking links to modern day slavery. I understand which Human Rights are being abused due to modern day slavery.	Relationships	KS4 R5 KS4 R7	N/A	T1 - Families	Families	N/A		
Virtual Reality + Live Streaming +Gaming Online	Young Safe, Online & Off	Year 11	To define the term augmented reality, virtual reality and streaming. To explore the benefits and risks associated with Virtual Reality. To explore the consequences associated with live streaming on the internet.	Live Streaming, Augmented Reality, Virtual Reality, Gamergate, Addiction	I understand 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	N/A	N/A	N/A		
Drugs - Substance Addiction	Young Safe, Online & Off	Year 11	To define the term substance addiction and understand the way drugs affect 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 with an addiction.	Addiction, NHS, Exploitation, Heroin, Cocaine, RECREATIONAL, PROBLEM, DEFENSIVE, PROBLEM, SITUATION Prescription Drugs, Synthetic Cannabinoids, NHS, United Nations, Synthetic, Chemicals, Replacement Stimulants, Legal Highs, Designer drugs	I understand 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	KS3 H29	T5 - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	Peer Influence, Substance Use & Ganga		
Drugs - New Psychoactive Substances (Old Legal Highs)	Young Safe, Online & Off	Year 11	To define the term New Psychoactive Substances and give examples. To explore why NHS drugs are so dangerous. To understand how to protect yourself from peer pressure to experiment with NHS drugs.	Stimulants, Legal Highs, Designer drugs	I can define a new psychoactive substance and give an example. I understand the dangers associated with NHS drugs. I know how to handle potential peer pressure to experiment with drugs.	Health & Wellbeing	KS3 H25 & KS4 H15 H26	N/A	N/A	N/A	Drugs & Alcohol		
Drugs - Festivals and Nitrous Oxide	Young Safe, Online & Off	Year 11	To understand the risks associated with parties and festivals and experimenting with drugs. To understand how to stay safe at a festival or a party. To evaluate whether drug testing tents at festivals will reduce the number of deaths at festivals.	Gambling, NHS, Laughing Gas, Ephedra, Nauseas, Disassociation	I know 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	KS3 H25 & KS4 H15	N/A	T5 - Drugs + Tobacco + Alcohol	N/A	N/A		
Drugs and the War on Drugs	Young Safe, Online & Off	Year 11	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 and 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 illicit drug traffic on society.	Health & Wellbeing	KS3 H26 H17	T5 - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	N/A		
Cosmetic and Aesthetic procedures	Young Safe, Online & Off	Year 11	To understand the differences between aesthetic and cosmetic procedures. To explore realistic and positive effects of understanding these procedures. To evaluate what influences people to the point they feel the need to change their appearance for society.	Boxtox, Lip Fillers, Cosmetic Procedures, Botox, Laser augmentation, Breast Reduction, Augmentation	I can explain the difference between Cosmetic and Aesthetic procedures. I understand the negative influences that can have on the body and mind. I can explain the external influences on people to change the way they look.	Health & Wellbeing	H11	N/A	N/A	Independence	N/A		
Online Reputation and Digital Footprints	Young Safe, Online & Off	Year 11	To understand the importance of an online audit of yourself. To understand why and how to build an online reputation. Understand the causes of why young people might want to join a gang. Understand the consequences of leaving the law and engaging in criminal behaviour. Come up with solutions for preventing young people joining to gangs.	Online reputation, Digital Footprint, Criminal Behaviour, CV, Centred, Gangs, Criminal Behaviour, County Lines, Disruption, Custodial Sentence	I understand what personal branding is. I know what my online reputation is. I know how to conduct an online audit of myself.	Living in the wider World		T3 - Online + Media	Employability Skills	Digital Literacy	(18) Handling Applications and Interviews		
Why not to join a gang	Young Safe, Online & Off	Year 7	I can explain what a gang feeling is and how it links to my reputation. I can identify a range of risks associated with 'being online'. I know how to mitigate any potential risks associated with being 'online' and where to go to seek further help and support.	Grooming, Gambling, Scams, Dating, Social networking, Exploitation, Cyber Bullying	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 K33 R33 R34	N/A	N/A	Peer Influence, Substance Use & Ganga	N/A		
Staying Safe Online (social Networks)	Young Safe, Online & Off	Year 7	To define what a gaming addiction is and recognise symptoms 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, Profits, Loss, Hack, Fap, Respawn, scum, cork fall	I can explain what an online situation is and choose 1. I am able to my gut feeling about online situations and choose 1. I understand the range of punishments available for breaking the law. I know how to reduce the risks associated with being online.	Relationships	KS3 R28	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Transition & Safety	Digital Literacy		
Fortnite and Safety in Gaming	Young Safe, Online & Off	Year 7	To understand how alcohol impacts the body. To explore the consequences of alcohol misuse. To evaluate the negative impact alcohol use is having on wider society.	Grooming, Addiction, Online safety, Profits, Loss, Hack, Fap, Respawn, scum, cork fall	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	KS3 L18 & L19 & L20 KS4 L20	T2 - Internet Safety & Harmful Behaviour	N/A	Digital Literacy	T7 Financial Decision Making		
Drugs - Alcohol	Young Safe, Online & Off	Year 7	To understand how alcohol impacts the body. To explore the consequences of alcohol misuse. To evaluate the negative impact alcohol use is having on wider society.	Physical, Psychological, social, units, ethanol	I know what alcohol is and the different forms it comes in. I can explain alcohol and how it impacts the body. I can explain the impact alcohol misuse is having on society.	Health & Wellbeing	KS3 H20 KS3 H25 H26 H28 H29	T5 - Drugs + Tobacco + Alcohol	N/A	Health & Puberty	Drugs & Alcohol		
Drugs - Nicotine	Young Safe, Online & Off	Year 7	To explain the harmful chemicals that are contained within a cigarette. Understand the impacts smoking has on the body. To evaluate how effective the government has been in helping people to quit smoking.	Carbon Monoxide, Anomik, Vaping, Nicotine, Nicotinic tar, chemicals	I understand all the health consequences of smoking. I understand how the government is helping people to quit smoking. I will never become a smoker when I'm older.	Health & Wellbeing	KS3 H28 & H31	T5 - Drugs + Tobacco + Alcohol	N/A	Health & Puberty	Drugs & Alcohol		
Drugs - E-Cigs, Vaping and Shisha	Young Safe, Online & Off	Year 7	To understand the science behind vaping and the health consequences of it. To understand the difference between smoking and vaping. To evaluate whether there should be a ban on High Street Vape Shops.	E-Cigarettes, Vaping, Vapouriser, Vape Shops, Cotten, Coils, 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. 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 carrying a knife under any circumstances.	Health & Wellbeing	KS3 H28 & H31	T5 - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	N/A		
Energy Drinks and Caffeine - Drugs	Young Safe, Online & Off	Year 7	To understand the health risks associated with energy drinks. To understand the importance of making healthy choices.	Sugar, Taurine, Caffeine, Consistency, Cofeine, Insomnia	I know the risks associated with carrying a knife. I understand the impact carrying a knife has on family and friends. I would never resort to carrying a knife under any circumstances.	Health & Wellbeing		T5 - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	N/A		
Why not to Carry a knife	Young Safe, Online & Off	Year 7	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, Wounded, Attempted Murder, Courts, Home Office, UK, DfM Music	I know the risks associated with carrying a knife. I understand the impact carrying a knife has on family and friends. I would never resort to carrying a knife under any circumstances.	Relationships	H23 K33 R33 R34	N/A	N/A	Peer Influence, Substance Use & Ganga	N/A		
County Lines - What is it (Gang Culture)	Young Safe, Online & Off	Year 8	Understand what the term county lines means. I can explain how County Lines gangs recruit and exploit young people. I understand the importance of getting immediate help for myself or a friend if I suspect they are in trouble.	County Lines, Trap House, Modern Slavery, Elders, Soldiers, Teenager, 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 treated by County Lines gangs. I understand how county line gangs operate and the dangers of getting involved.	Relationships	KS3 R33 R34	N/A	N/A	Peer Influence, Substance Use & Ganga	Exploring Influence		
County Lines - Who is at risk	Young Safe, Online & Off	Year 8	Understand how 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, Psychological, Financial, Trap House, Criminal Responsibility	I can explain how gangs make people feel trapped. I can recognise when a friend is involved with County Lines. I understand the groups of people County Line gangs target and why.	Relationships	H23 K33 R34 & K3R34	N/A	N/A	Peer Influence, Substance Use & Ganga	Exploring Influence		
Substance Misuse	Young Safe, Online & Off	Year 8	To define the term substance misuse and understand the way drugs affect users. To explore why people misuse substances. To evaluate what support networks are available to help support those in need.	Substance abuse, Dependence, Withdrawal, Withdrawing, Substance misuse, impairment, serotony	I can define substance misuse and substance dependency. I know how drugs affect users. I explore why people misuse substances. I can identify a range of factors that may lead to someone abusing drugs.	Health & Wellbeing	KS3 H27 H28 H16 H17	T5 - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	Exploring Influence		
Grooming (Boys & Girls)	Young Safe, Online & Off	Year 8	To understand how to stay safe online from grooming. To know how to spot a fake profile online. To know what a fake profile is. To know what specialised support and advice to help anyone including yourself who is at risk.	Exploitation, Grooming, Catfishing, Fake Profiles, Deception, Anonymous, Trust, Is at risk	I can spot a fake profile online. I understand what online grooming is. I understand why some people may be targeted by grooming. I know how to report online issues and to seek further advice and support.	Relationships	KS3 R28	T2 - Internet Safety & Harmful Behaviour	T1 - Families	Digital Literacy	N/A		
Drugs - Alcohol and Society	Young Safe, Online & Off	Year 8	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. I can explain how alcohol is measured and to explore why for adults. To explore the consequences of alcohol consumption. To evaluate when rethinking alcohol to a situation can lead to very dangerous consequences.	Physical, Psychological, social, units, ethanol, Beer, Lager, Wine, Single Drinking, Shots	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 society. I understand the consequences of consuming alcohol.	Health & Wellbeing	KS3 H20 H24 H28	T5 - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	Peer Influence, Substance Use & Ganga		
Cyber Bullying and online safety	Young 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 bullying, harmful and insulting behaviour. To know how to manage oneself appropriately online.	Trolling, Cyber Bullying, Abuse, Contact, Harassment, Stalking	I can define trolling, cyber bullying and harassment. I understand how online behaviour can impact my mental health and wellbeing. I know how to prevent and respond to cyber bullies.	Health & Wellbeing	H23	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Diversity	N/A		
CEOP Lesson	Young Safe, Online & Off	Year 8	To define child sexual exploitation. To explain a range of ways to reduce the risks associated with being online. I can offer good advice to help reduce the risks associated with being online.	Child Sexual Exploitation, Grooming, Influence, Coercion, Manipulation, Solicit	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 help reduce the risks associated with being online.	Relationships	KS3 R28	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Digital Literacy	N/A		
Volatile Substance Abuse	Young Safe, Online & Off	Year 9	To define the term Volatile Substance Abuse. To explore the short 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 in need.	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 & Wellbeing	KS3 H28 H16 H17	T5 - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	N/A		
Drugs - Cannabis Products	Young Safe, Online & Off	Year 9	To understand the different forms and street names given to cannabis. To explore why some people take cannabis. To evaluate whether cannabis should be legalised in the UK.	Cannabis, THC, CBD Products, Cannabis Oil, Legality, Class B	I understand the different forms cannabis comes in. I know the legal consequences of cannabis. I can evaluate the arguments for and against legalisation of cannabis.	Health & Wellbeing	KS3 H28 & H31 H28	N/A	N/A	Exploring Influence	Drugs & Alcohol		
Drugs and their Classifications	Young Safe, Online & Off	Year 9	To consider the different classification of drugs. To explore the legal classifications of 38 drugs. To understand key aspects of the UK's drug policy.	Class A, Class B, Class C, Seizure, Possession, Class C, Psychoactive Substances - Medicine Act 1968	I can explain the different legal classifications of drugs. I can define and explain why some psychoactive substances. I can identify different ways drugs can cause harm to society.	Health & Wellbeing	KS3 H28	T5 - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	N/A		
Drugs - Illegal Drugs (Party Drugs)	Young Safe, Online & Off	Year 9	To explore the way 'party' drug affect users and can put them in very dangerous situations. To learn about a range of 'legal' drugs (Magic Mushrooms, MDMA, Ecstasy, LSD) to explore the link between county line gangs and drugs (deal lines).	Stimulants, Psychoactive, Hallucinogens, LSD, MDMA, Cocaine, Stimulant, Acid, Trip, Drugs	I identify the risks associated with illegal party drugs. I understand how county line gangs profit from the illegal drug market at the expense of young people. To understand why drugs can become so addictive for the user.	Health & Wellbeing	KS3 H25 & KS4 H15	T5 - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	N/A		
Drugs Illegal - (Class A and B)	Young Safe, Online & Off	Year 9	To 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 drug information from.	Class A, Psychological effects, Stimulants, Crystal Meth, Speed, Amphetamine	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 drug information from.	Health & Wellbeing	KS3 H25 & KS4 H15	T5 - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	N/A		
Introduction to Drugs Education (Lesson 1)	Young Safe, Online & Off	Year 9	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.	Inhalers, Huffing, VSA, Addiction, NHS, 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	KS3 H25 & KS4 H15	T5 - Drugs + Tobacco + Alcohol	N/A	Peer Influence, Substance Use & Ganga	N/A		
Different Types of Addictions	Young Safe, Online & Off	Year 9	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.	Inhalers, Huffing, VSA, Addiction, NHS, Prescription drugs, Socially acceptable, Chronic Disease	I can define an addiction. I can name a wide range of things people can become addicted to. I understand the problems related to an addiction.	Health & Wellbeing	H25 & KS4 H15	T5 - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	Peer Influence, Substance Use & Ganga		

Charlton School Personal Development Curriculum Overview

2021-2022



Health & Wellbeing										CAREERS			
LESSON TITLE	Unit	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association Core Themes	PSHE Association - Specific Links	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CDI Framework	CDI Framework 1
Child Sexual Abuse (CSE)	Health & Wellbeing	Year 10	To define the term sexual abuse and understand the 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 it's important to speak out against sexual abuse I know where to get help if a friend or myself is being sexually abused	Relationships	KS4 R5 KS4 R7	N/A	T2 - Respectful Relationships Inc Friendships	N/A	Communication In Relationships		
Screen Time & Safe use of Mobile Phones	Health & Wellbeing	Year 10	Explore how technology and social media can negatively impact on your mental health. To evaluate how technology and smart phones can both be rewarding and damaging in our lives. Be able to identify warning signs that you or a loved one are thinking about or contemplating suicide. To evaluate how music can be used to help support people through difficult times. To evaluate what support networks are available to help those in need. 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	Technology, Addiction, Mental Health, Blue Light, FOMO, Echo Chambers, Filter Bubbles	Understand the history of the mobile phone. To recognise the impact of 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	N/A	T2 - Internet Safety & Harmful Behaviour	N/A	Building Relationships		
Suicide (Thought and Feelings)	Health & Wellbeing	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, Suicide, distressed illness, symptoms	Know how to look out for a friend in need I understand the differences between self-harm and suicidal thoughts I know a playlist of songs that make me happy	Health & Wellbeing	H5	N/A	N/A	N/A	Emotional Wellbeing		
Self Harm (Causes and Support available)	Health & Wellbeing	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, Calm Harm App	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	H5	N/A	N/A	Emotional Wellbeing	N/A		
Common Types of Mental Ill Health (Anxiety, Stress and Depression)	Health & Wellbeing	Year 10	To describe what mental health and a mental illness is. To explore different types of mental illnesses. To understand what you can do to help someone with their mental health	Misconceptions, Stigma, Tolerance, Anxiety, Depression, Trauma, Emotional Wellbeing, Mental Health Discrimination Act	I can explain the difference between mental health and mental illness I understand the different ways mental illnesses can be categorized I know how to support someone with their mental health	Health & Wellbeing	KS4 H4	T1 - Mental wellbeing	N/A	Mental Health	N/A		
Promoting Emotional Wellbeing (Exercise and Mental Wellbeing)	Health & Wellbeing	Year 10	Understand what wellbeing might look like in someone's life. Understand the meaning of mental health and emotional wellbeing. Learn strategies to improve my own and others emotional wellbeing	Wellbeing, Emotions, Cognitive Behavioural Therapy	I can explain what emotional wellbeing looks like. I know how to improve my emotional wellbeing. I can reflect on different aspects of my life and how I feel about them	Health & Wellbeing	KS4 H3 & H2 KS3 H5	T1 - Mental wellbeing	N/A	Emotional Wellbeing	N/A		
Physical Health - Cancer (Testicular)	Health & Wellbeing	Year 11	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, testicle	I can explain the signs and symptoms of testicular cancer I know how to conduct a self-examination of mine or my boyfriend's testicles I understand what prostate cancer is	Health & Wellbeing	KS4 H18	T6 - Health & Prevention	N/A	Healthy Lifestyles	Independence		
Physical Health - Cancer (Cervical and Breast)	Health & Wellbeing	Year 11	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 breast cancer I know how to conduct a self-examination of mine or my girlfriends breasts I understand the significance of a smear test and cervical screening	Health & Wellbeing	KS4 H18	T6 - Health & Prevention	N/A	Independence	Healthy Lifestyles		
Organ donation and Blood Donation	Health & Wellbeing	Year 11	To be aware of blood donation, and other forms of donation, including stem cell donation. To understand how the law on 20th May 2020 is changing in relation to Organ Donation. To evaluate the medical ethics of gene technology and stem cell research. 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. 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	Organ donation, Donor, transplant, Gene technology, Blood, Liver disease, Abortion, Miscarriage, Pregnancy, Fertility, Adoption, GP, Pregnancy Test	I am aware of different forms of organ donation and the NHS waiting lists I understand the importance of giving blood I know how the law is changing in relation to organ donation	Health & Wellbeing		T3 - Physical Health + Wellbeing	N/A	Independence	N/A		
Teenage Pregnancy - Choices	Health & Wellbeing	Year 11	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. 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	Abortion, Miscarriage, Pregnancy, Fertility, Adoption, GP, Pregnancy Test	I understand the signs that someone may be pregnant I understand a range of options available to someone who is pregnant I can identify a range of methods that will and will not get the pregnant	Relationships	KS4 R35 & R25 & R26	T5 - Intimate R & Sexual Health	N/A	Intimate Relationships	N/A		
Abortion (Laws, Moral, Thoughts and Feelings)	Health & Wellbeing	Year 11	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. 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	Contraception, Abortion, Contraception, Moral, Rights, Pro-life, Pro-choice	I can explain that legal position is on abortion in the UK I understand a range of views that are pro-life and pro-choice I can explain why abortion is such a controversial topic around the world	Relationships	KS4 R25	N/A	T5 - Intimate R & Sexual Health	N/A	Families		
RSE Love and Abuse	Health & Wellbeing	Year 11	To describe a positive and healthy relationship. To understand the different types of abuse that exist. To identify where to turn to for help with abusive relationships	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	N/A	T1 - Families	Respectful Relationships	N/A		
Introduction to Puberty	Health & Wellbeing	Year 7	To describe the emotional, social and physical changes that happen during puberty. To empathise with those that are starting puberty and understand how to support them. Will understand that girls and boys develop differently during puberty.	Puberty Hygiene Hormones, Menstruation, Puberty, Social	I understand the challenges that puberty brings I am able to empathise with others who are about to go through puberty I know the emotional, social and physical changes that happen during puberty	Health & Wellbeing	KS3 H7	N/A	T8 - Changing Adolescent body	Health & Puberty	N/A		
Puberty - Girls (Periods DOUBLE LESSON)	Health & Wellbeing	Year 7	To understand the physical and emotional changes that happen to girls during puberty. Will understand the basics of the menstrual cycle and the range of feminine protection products available	Oestrogen, Progesterone, Tampon, Sanitary Towel, Pearly Lines, Menstruation, Period	I know the physical changes that happen to girls bodies, inside and out I understand the range of feminine protection products available and how they work I understand the main things that happen to a girl during her menstrual cycle	Health & Wellbeing	KS3 H7	T8 - Changing Adolescent body	N/A	Health & Puberty	N/A		
Puberty - Boys (Wet dreams + Erections)	Health & Wellbeing	Year 7	To describe the physical and emotional changes that happen to boys through puberty. To understand the challenges that boys face during puberty including erections, wet dreams and body image. 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	Urethra, Prostate, Sperm, Testicles, 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	N/A	Health & Puberty	N/A		
Puberty - Personal Hygiene	Health & Wellbeing	Year 7	Understand the ways in which diet, exercise, hygiene and sleep contribute to being healthy. To understand how important personal hygiene is and how to achieve it	Deodorant, antiperspirant, Hygiene, bacteria	I know how to look after my best interests in the future I understand a range of cultural practices that are illegal and damaging for young people I understand the dangers of FGM and how to stop it from happening	Health & Wellbeing	KS3 H7 & H6 KS4 H7	T8 - Health & Prevention	N/A	Health & Puberty	N/A		
Puberty - Growing Up (Menstruation and FGM)	Health & Wellbeing	Year 7	Understand the ways in which diet, exercise, hygiene and sleep contribute to being healthy. To understand how important personal hygiene is and how to achieve it	Menstruation, FGM, Breast ironing, Breast flattening, Impotence	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	N/A	Peer Influence, Substance Use & Change	Health & Puberty		
Puberty - Assertiveness, consent & Hormones	Health & Wellbeing	Year 7	To describe the concept of self-esteem and recognise behaviours linked to low and high self-esteem. Develop strategies to help someone who has low self-esteem and to understand the wide range of influences on self-esteem	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	N/A	Peer Influence, Substance Use & Change	Health & Puberty		
Puberty - Self Esteem + Empowerment	Health & Wellbeing	Year 7	To describe the concept of self-esteem and recognise behaviours linked to low and high self-esteem. Develop strategies to help someone who has low self-esteem and to understand the wide range of influences on self-esteem	Low self-esteem, High self-esteem, Empowerment, Civil activist	I can define low and high self-esteem and give examples I understand a range of issues that may impact on my own self-esteem I know a wide range of ways to boost my own self-esteem	Health & Wellbeing	KS3 H7	T8 - Changing Adolescent body	N/A	Mental Health	N/A		
Health & Wellbeing	Health & Wellbeing	Year 8	Understand what positive wellbeing might look like in someone's life. To recognise a range of healthy and unhealthy habits we might have. To know a range of methods to improve my own and others health and wellbeing.	Balanced Diet, Exercise, Mental Health, Physical Health, Mental Health Act, Vitamin	Understand the various definitions for Health and Wellbeing I can identify healthy and unhealthy habits people have I know a range of suggestions to improve my own wellbeing	N/A	KS3 H5 & H6 KS4 H3	T1 - Mental wellbeing	N/A	Healthy Lifestyles	N/A		
Child Abuse (Physical and Emotional and Neglect)	Health & Wellbeing	Year 8	To understand the different forms of child abuse. To explore the importance of consent and boundaries in any relationship. To know who to talk to and where to access support and help in relation to any form of abuse.	Neglect, Safeguarding, Maltreatment, intervention, Policy, welfare, responsibility, Abuse	I can identify different forms of child abuse I can explain the importance of consent and boundaries I know where to access support and help regarding abuse	Relationships	KS4 R5 KS4 R7	N/A	T2 - Respectful Relationships Inc Friendships	N/A	Communication In Relationships		
Types of Bullying & Responding to Bullying	Health & Wellbeing	Year 8	Describe the meaning of bullying and cyberbullying and the impact it can have on an individual. Exploring appropriate ways of responding to discriminating, hurtful or intimidating behaviour. Explain where to seek support and advice on bullying/cyberbullying	Barter, Bullying, Cyber Bullying, Homophobic Bullying, Work Place Bullying, Physical, Verbal	I can describe the impact bullying and barter has on people I can define and explain different types of bullying I can evaluate the help I want other people	Relationships	KS3 R28	N/A	T2 - Respectful Relationships Inc Friendships	Diversity	N/A		
What is Mental Health?	Health & Wellbeing	Year 8	To define the term mental health. To explore why we say we are OK when we are not. To understand a variety of different types of mental illnesses and know some strategies to maintain positive mental wellbeing	PTSD, Anxiety, Depression, Physical, Mental, Wellbeing, Stress, Mental 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 & H4	T1 - Mental wellbeing	N/A	Emotional Wellbeing	N/A		
Positive Body Image	Health & Wellbeing	Year 8	To understand what body image is. To explore what impacts body image for boys and girls. To understand ways someone can improve their own or a friend's self-esteem	Social media, selfie, 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 has on society that may impact on my own self-esteem I know ways to raise my own self-esteem and that of others	Health & Wellbeing	KS3 H16 & KS4 H10	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Emotional Wellbeing	Building For the Future		
Healthy Eating and cholesterol	Health & Wellbeing	Year 8	To identify the components of a healthy diet. To understand the difference between good cholesterol and bad cholesterol. To understand how to replace unhealthy snacks and foods with healthier alternatives	Monounsaturated Fats & Polyunsaturated Fats, Cholesterol alternatives	I know what a balanced diet should consist of I can explain the difference between good and bad cholesterol I know ways to substitute unhealthy snacks with healthy snacks	Health & Wellbeing	KS3 H16 & H17	T6 - Health & Prevention	T4 - Being Safe	Healthy Lifestyles	N/A		
Stress What is it L1	Health & Wellbeing	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 evaluate the long term impact of stress on the body and mind	Health & Wellbeing		T1 - Mental wellbeing	N/A	Building For the Future	N/A		
What is a Penis - Body confidence	Health & Wellbeing	Year 9	To explore what a penis is and the make up of a sperm cell. To understand the male reproductive system. To understand the role testosterone plays in the body	Penis, Urethra, Scrotum, Testicle, Ejaculate, vas deferens, Vas deferens, sperm	I am confident at labelling the male reproductive system I know the make up of a sperm cell I understand how testosterone impacts the body	Health & Wellbeing	KS3 H7	T8 - Changing Adolescent body	N/A	N/A	Mental Health		
What is a vulva - Body Confidence	Health & Wellbeing	Year 9	To explore what a vulva is and the make up of the vagina. To understand the female reproductive system. To understand the importance of cervical screening	Vulva, Vagina, Labia, Mons, PLETS, Cervix, Uterus, Womb, Ovaries	I know the difference between a vulva and a vagina I can label correctly all parts of the female reproductive system I can explain what cervical screening is	Health & Wellbeing	KS3 H7	T8 - Changing Adolescent body	N/A	N/A	Mental Health		
HBT - Bullying in all its forms	Health & Wellbeing	Year 9	To define all three forms of HBT Bullying. To explore the impact HBT Bullying is having on young people in society. To evaluate what support schools and students can access 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	N/A	T1 - Families	Identify & Relationships	Diversity		
Dealing with Grief and Loss (8 stages)	Health & Wellbeing	Year 9	To explore what grief is and how it affects people. To understand how grief can impact people in a variety of different ways and how you can support a friend or family member. To evaluate what support networks are available to help those grieving	Grief, Loss, Denial, Bargaining, Acceptance, Loss, Trauma, depression	I can explain what grief is I understand the range of emotions people make up of when grieving I know what I could do to try and help support someone who is grieving	Relationships	KS3 R12 KS4 R10 R11	N/A	N/A	Families	Mental Health		
Media and Air brushing (unrealistic Body Image Expectations)	Health & Wellbeing	Year 9	To describe how photo editing and air brushing are contributing to a false sense of beauty. To explore what it means to be body positive and body neutral. To evaluate the impact advertisements are having on our self-esteem	Airbrushing, Digital media, Photo, Body positivity, Insecurity, body neutrality	I know how unrealistic the images I see in the media are I can describe what it means to be body positive and body neutral I can explain the link between airbrushing and photo editing and self-esteem	Health & Wellbeing	KS3 H16 & KS4 H10	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Building Relationships	N/A		
How Self Esteem Changes	Health & Wellbeing	Year 9	To define the term self-esteem and explain how it impacts us. To explore why people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.	Self-esteem, Resilience, Positive self-talk, bubble effect, Cyberbully	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	N/A	Transition & Safety	Building For the Future	(1) Self-Awareness	(2) Self-advocacy
Cancer Prevention + Healthy lifestyles	Health & Wellbeing	Year 9	To explore the health benefits of living a healthy lifestyle. To explore how diet, stress and life situations can impact on health. To evaluate the latest research on cancer prevention and healthy lifestyle choices.	Cancer Prevention, Industry Farming, Vegans, Industry, stress, diet, immunity, medication	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	N/A	Independence	Healthy Lifestyles		

Charlton School Personal Development Curriculum Overview 2021-2022



LESSON TITLE	Unit	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association Core Themes	PSHE Association - Specific Links	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CDI Framework	CDI Framework 1	
Instagram Generation (Its Ok to feel down)	Life Beyond School	Year 10	To explore the link between body image and social media. To understand how hyper edited social media can distort our view on the real world. To explore what makes social media sites so popular	Hyper filtered, Body Image, Self Esteem, 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	Health & Wellbeing	KS3 H18 & KS4 H10	T2 - Internet Safety & Harmful Behaviour	N/A	Healthy Lifestyles	N/A			
FC - Targeted Advertising - Online	Life Beyond School	Year 10	To describe the three main types of targeted advertisements and explain how they work. To explore the role of the advertising standards agency (ASA) To evaluate the role targeted advertising played in the outcome of the 2016 Brexit referendum	Contextual, Geotargeted, Retargeted, Targeted, Advertisements, Pop Ups, ASA	I can explain how geotargeted, contextual and retargeted advertisements work I can explain the role of the Advertising Standards Agency I know when I am being subjected to targeted advertisements online	Living in the wider World	KS3 L18 & L19 & L20 KS4 L20	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Digital Literacy	N/A	(12) Showing Initiative & Enterprise	(13) Developing Personal Financial Capabilities	
Marriage - What is it? (Forced Marriage)	Life Beyond School	Year 10	I can describe what marriage is and what marriage is not I understand the legal position of gay marriage across different countries in Europe. Evaluate a range of views on sex before marriage	Marriage, Divorce, Love, Companionship, commitment, Cohabitation, Civil Partnership	I can explain what marriage is and what it is not I can explain the law around Gay Marriage in the UK and Europe I know a range of views on sex before marriage	Relationships	KS3 R9 & KS4 R3	N/A	T1 - Families	Respectful Relationships	N/A			
Consumer Protection & rights	Life Beyond School	Year 10	To understand what ethical business practices are To understand the rights and responsibilities of consumers To evaluate the impact the Consumer Rights Act 2015 has had on society	Sustainability, ethical, rights, responsibilities, Consumer, CMA, 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	N/A	N/A	N/A	N/A	(13) Developing Personal Financial Capabilities		
Rights and Responsibilities	Life Beyond School	Year 10	To define the terms rights, responsibilities and moral duties To understand the different types of rights and responsibilities that exist To study the differences between civil law and criminal law	Civil law, Criminal Law, Rights, Responsibilities, Moral, Political, Legal	I understand the duties of a citizen in the UK I can identify many different rights and responsibilities I have I can explain the difference between civil and criminal law	Living in the wider World	KS4 L16	N/A	N/A	Diversity	N/A	(13) Developing Personal Financial Capabilities	(2) Self-determination	
Employment Rights	Life Beyond School	Year 10	To identify a variety of employment rights and responsibilities in the UK To understand different issues related to employee rights To explore the gender pay gap in society	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	KS4 L16	N/A	N/A	Employability Skills	Community & Careers	(11) Preparing For Employability	(5) Investigating Work & Working Life	
Understanding a Payslip	Life Beyond School	Year 10	To understand what the common features of a payslip are To be able to work out using calculations Gross Pay and Net Pay on a payslip To evaluate the importance of paying tax and NI contributions	BACS, Deductions Payslip, Net Pay, Gross Pay, National Insurance, Salary, Tax, NI, Tax contributions	I understand how to interpret a payslip I know how to work out Gross Pay and Net Pay on a payslip I am aware of all the deductions that are likely to come out of my salary when I'm older	N/A	N/A	N/A	N/A	Employability Skills	N/A	(11) Preparing For Employability	(13) Developing Personal Financial Capabilities	
Time Management - Technology	Life Beyond School	Year 11	Explore how technology and social media can negatively impact on your mental health To evaluate how technology and 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	N/A	T2 - Internet Safety & Harmful Behaviour	N/A	Building For the Future	N/A	(1) Self-Awareness	(3) Self-improvement as a learner	
LGBT (rights across the World)	Life Beyond School	Year 11	To understand the varying views and laws on homosexuality across the world To explore the work of LGBT activists and the international community campaigning for the criminalisation of homosexuality To discuss and debate sensitive LGBT topics regarding religion, politics, law and homosexuality	Death penalty, Sharia law, Decriminalisation, Alcohol Homosexuality, Discrimination regarding religion, politics, law and homosexuality	I can identify countries that have discriminatory laws around the LGBT community I understand how to improve LGBT rights around the world I can explain why the UK has a moral responsibility in helping to decriminalise homosexuality around the globe	Relationships	KS3 R24 & R25 & R26 & KS4 R13	N/A	N/A	N/A	N/A	N/A		
Dealing With Exam Stress & Anxiety	Life Beyond School	Year 11	To understand the science behind 'fight or freeze' responses to stress To recognise that stress is only beneficial in the short term and over the long term can affect your physical and emotionally To understand how to manage stress and relaxation	Relaxation, stress and calmness Para-sympathetic, Cortisol, Hormones, Meditation, Yoga, Diet	I understand the symptoms of stress I know range of ways to deal with any exam stress I have I understand how different amounts of stress can impact my performance and ability to think clearly	Health & Wellbeing	KS3 H5 KS4 H3 & H4	T6 Health & Prevention	N/A	Next Steps	Building For the Future			
Social Media Validation Vs Reality	Life Beyond School	Year 11	To describe the differences between real life and social media life explore the impact social media influencers have on society To identify coping strategies for social media wellness and improving self esteem	Online Identity, Self Esteem, Addiction, Influencer, fake profiles	I am aware that what I see on social media is not reflective of real life I can explain the positive and negative impact following social media influencers has on me I can identify the four main ways social media affects people	Health & Wellbeing	KS3 H18 & KS4 H10	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Digital Literacy	Extension & Radicalisation			
Writing a Personal Statement	Life Beyond School	Year 11	To understand what a personal statement is To explore when a 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	N/A	N/A	N/A	Next Steps	N/A	(16) Handling Applications and Interviews	(17) Managing Changes & Transition	
CV Writing	Life Beyond School	Year 11	To understand the purpose of a CV To understand how to create a clear and concise CV	Qualifications, Interests, hobbies, referees & work experience	I understand why a CV is important I am confident in creating my own CV I understand how to layout a CV and what I should avoid in order to make a top professional	Living in the wider World	N/A	N/A	N/A	Next Steps	N/A	(16) Handling Applications and Interviews	(17) Managing Changes & Transition	
Importance of sleep and Relaxation	Life Beyond School	Year 7	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 range of strategies to improve my sleep in my class I can identify positive characters	Health & Wellbeing	KS3 H12	T6 Health & Prevention	N/A	Health & Puberty	N/A			
Getting to Know People	Life Beyond School	Year 7	Understand the concept of trust I can explain what I have in common with others across my class To evaluate what I would like for society to truly flourish	Trust, Honesty, Integrity, Self Esteem, Politeness, 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 characters	Health & Wellbeing	KS3 H2 & H4	T1 - Mental wellbeing	N/A	Transition & Safety	N/A	(3) Self-improvement as a learner	(17) Managing Changes & Transition	
Transition Point in Your life	Life Beyond School	Year 7	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 & KS4 R2	N/A	T2 - Respectful Relationships Inc. Friendships	Transition & Safety	N/A	(17) Managing Changes & Transition	(3) Self-improvement as a learner	
Careers and your Future	Life Beyond School	Year 7	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	Careers, Skills, Qualities, Future Aspirations, Career, Opportunities	I am aware of how important careers education is I'm aware of how not to limit my future career options I'm aware of future opportunities in learning and work	Health & Wellbeing	KS3 H9 & H16	T6 Health & Prevention	N/A	Developing Life Skills & Aspirations	N/A	(2) Self-determination	(4) Exploring Careers and Career Development	
FC - Financial Education	Life Beyond School	Year 7	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	N/A	N/A	N/A	N/A	Financial Decision Making	N/A	(13) Developing Personal Financial Capabilities		
What is Your Community	Life Beyond School	Year 7	To understand the concept of community and what makes a cohesive community To explore how British communities have changed over the past 60 years To evaluate how welcoming your local community is	Tolerance, Community, International, local, national, Community Cohesion	I can define community cohesion I understand the benefits of a multicultural society I know how to be an active member of my community	N/A	N/A	N/A	N/A	Extension & Radicalisation	Diversity			
What are enterprise Skills	Life Beyond School	Year 8	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 School 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	N/A	N/A	Developing Life Skills & Aspirations	Employability Skills	(12) Showing Initiative & Enterprise	(3) Self-improvement as a learner	
Proud to be me	Life Beyond School	Year 8	To identify what is important for you and what you expect from yourself, taking into account the beliefs and expectations that others have of you I can describe my self esteem and understand ways to improve it To evaluate what self love is	Emotions, Feelings, Thoughts, Past Behaviours, Understanding, Ambition, Ideal self Actual Self, Values	I can describe my own self esteem I have aspirations and am looking forward to the future I can describe what self love is	Health & Wellbeing	H2	N/A	N/A	Transition & Safety	Building Relationships	(2) Self-determination	(1) Self-Awareness	
Careers interests and Jobs	Life Beyond School	Year 8	To help me think carefully about potential careers and focus on my interests and preferences To be aware that understanding myself and my interests will help me make choices about KS4 Options and future career ideas	Pharmacist, Jeweller, Optometrist, Barrista, Mail/D, Forensic	I can identify a wide range of jobs I understand that each sector in society contains many career opportunities I know how to plan for my future career	N/A	N/A	N/A	N/A	Developing Life Skills & Aspirations	N/A	(6) Exploring Careers and Career Development	(10) Making the Most of Careers Information and Guidance (CEiAG)	
Boosting Self Esteem	Life Beyond School	Year 8	To describe self esteem and how it impacts someone's life To explore ways to boost self esteem To evaluate the impact negative self talk can have on self esteem	Self Esteem, Self talk, body image, influencers, self esteem, positivity, body image	I understand ways to boost self esteem I can explain how the media and peers may impact my self esteem I can explain the importance of being body confident	Relationships	N/A	N/A	N/A	Building Relationships	N/A	(1) Self-Awareness	(2) Self-determination	
FC -Labour Market Information	Life Beyond School	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, jobmarket, manufacturing, education, training	I understand what Labour Market Information is I can explain how Brexit may impact local Labour Markets in the UK I can identify the main factors that impact Labour Market Information	N/A	N/A	N/A	N/A	Employability Skills	N/A	(7) Jobs & Labour Market Information		
FC - Exploring Careers	Life Beyond School	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	Job description, salary, duties, progression, qualifications, GCSE, A levels, University, Skills	I can identify a range of different UK job sectors I know the starting salaries of a range of jobs I can explain my dream job or career	N/A	N/A	N/A	N/A	Settings Goals	N/A	(10) Making the Most of Careers Information and Guidance (CEiAG)	(4) Exploring Careers and Career Development	
Failure to Succeed	Life Beyond School	Year 9	To understand how success and failure are often linked To explore what motivates people to achieve incredible things To evaluate the importance of resilience and learning from mistakes and failures	Success, failure, motivation, resilience, Empathy, Mistakes, Leadership, opportunities	I can explain how success comes from failure I understand how to turn problems into opportunities I am a resilient person at school, home and in the community	Living in the wider World	R12	N/A	N/A	Mental Health	N/A	(2) Self-determination	(16) Handling Applications and Interviews	
Social Media and Online Stress FOMO	Life Beyond School	Year 9	To explore the link between mental health and social media usage To identify coping strategies to manage online stress Recognise that social media sometimes does not reflect real life	Online, social media, post, followers, Social currency, Online harassment, Settings, Privacy, Cyber Bullying	I can explain what online stress is I understand the link between mental health and social media usage I know how to keep my online data safe	Health & Wellbeing	KS3 H18 & KS4 H10	T2 - Internet Safety & Harmful Behaviour	N/A	Emotional Wellbeing	N/A			
First Aid - How to Administer CPR (Defibrillators)	Life Beyond School	Year 9	To understand the vital importance of First Aid as a life saving skill how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries To understand how to put someone in the recovery position and when to contact emergency services	Defibrillator, CPR, Choking, Recovery Position, 30/20/2, Ambulance, BHF, Breathing, Circulation, airways	I am confident in giving someone basic first aid I know how to perform CPR and put someone in the recovery position I understand how and when to use a defibrillator to save someone's life	Health & Wellbeing	KS3 H22 & KS4 H13	T7 - First Aid	N/A	Transition & Safety	Independence		(9) Learning about Safe Working Practices & Environment	
Importance of Happiness -Improving Mental Health)	Life Beyond School	Year 9	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	Health & Wellbeing	KS3 H2 & H5	T1 - Mental wellbeing	N/A	N/A	N/A	(1) Self-Awareness	(2) Self-determination	
Anger Management	Life Beyond School	Year 9	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 manage anger	Anger, Triggers, Conflict Management, Emotions, Language, self awareness	I understand the science behind why someone gets angry I know how to manage anger I can explain how my thoughts and feelings can impact what we do and say in a positive way	Relationships	KS3 R27 & R12	N/A	T2 - Respectful Relationships Inc. Friendships	Respectful Relationships	N/A			
Employment & Financial Management	Life Beyond School	Year 9	To define terms such as financial capability and financial competence To understand the importance of budgeting throughout a person's life To know how to calculate your personal income tax liability	Budget, forecast, debt, savings, investments, Financial capability	I understand how debt and borrowing money can impact on personal finance I am able to budget now and for the future I understand how income tax is calculated	N/A	N/A	N/A	N/A	Y7 Financial Decision Making	Financial Decision Making	(13) Developing Personal Financial Capabilities	(5) Investigating Work & Working Life	
Importance of saving money	Life Beyond School	Year 9	To define a variety of banking and financial key terms To understand the importance of saving money and the different methods of storing it To be able to identify the difference between essential and non-essential expenditure	DEPOSIT BOX, BRANCH, DEBIT CARD, BANK ACCOUNT, NEEDS, WANTS, BUDGET, DEBT	I understand the meanings of a wide range of financial key terms I can explain the many advantages to having a bank account	N/A	N/A	N/A	N/A	Y7 Financial Decision Making	Financial Decision Making	(13) Developing Personal Financial Capabilities		