

Year 7

	Autumn 1 Transition Days	Autumn 1	Autumn 2	Spring 1	Spring 2	Spring 2	Spring 2	Summer 1	Summer 1 / 2	Summer 2	Summer 2	Autumn 1 / 2 Summer 2
Topic	Transition	Building relationships	Identity, equality and inclusiveness	Christianity	What is ethics?	Basic First Aid	Developing skills and aspirations	Financial Decision Making	Being a good citizen	Health and Puberty	Hinduism	Tolerance
Delivery Method	Induction and Transition days Parent/ carer events	Lessons Assembly - Keeping yourself safe: What to do if you have a concern, in school. Everyday consent How to identify harmful behaviour online and how to report or find support if affected by those behaviours (Summer 2). Identify healthy & unhealthy relationships (Summer 1).	Lessons Assembly - Anti-bullying week. Reach out by being the change you want to see. How to demonstrate respect.	Lessons. Insight	Lessons	Insight	Insight University Visit Assembly - Career ready (The world of work)	Insight. Assembly - Saving, spending and budgeting Form Time	Lessons KS3 Graduation Assembly - What is the government and what do they do?	Sports Day Insight – Spectrum Assembly - Personal hygiene (spread of infection, hand hygiene) Puberty What constitutes a balanced diet? Why is physical fitness important for our health? Everyday Consent The fact and the harms of smoking tobacco and vaping	Lessons Insight	Assemblies - How to demonstrate respect/ Responsibility (choices and actions) Tolerance for those with different faiths and beliefs Form Time Insight
Enquiry Question	How can I successfully manage the transition to secondary school?	What is conflict and abuse in a relationship?	What creates and is the product of discrimination and prejudice amongst a community?	What does it mean to be a Christian around the world?	How do we make ethical decisions?	How should I respond in an emergency situation basic first aid?	What is the link between personal and cultural values and career choices?	How can I make safe financial choices about saving, spending and budgeting?	What makes you a good citizen in British Society?	How to make healthy lifestyle choices and navigate the changing body	What does it mean to be a Hindu around the world?	What does it take to be tolerant person?
Key concepts (VIP)	Health and Wellbeing (including Relationships & Sex Education) SMSC	Health and Wellbeing (including Relationships & Sex Education)	Citizenship Protected Characteristics SMSC	Religious Education Protected Characteristics SMSC	Living in the wider world Protected Characteristics SMSC	Health and Wellbeing (including Relationships & Sex Education)	Careers	Living in the wider world	Citizenship SMSC	Health and Wellbeing (including Relationships & Sex Education)	Religious Education Protected Characteristics SMSC	Protected Characteristics
Key Knowledge and skills	<ul style="list-style-type: none"> <li>To identify, express and manage their emotions in a constructive way.</li> <li>Manage challenges of moving to a new school.</li> <li>How to establish and manage friendships.</li> <li>How to improve study skills</li> <li>Personal safety strategies and travel safety.</li> </ul>	<ul style="list-style-type: none"> <li>To describe the features of a healthy relationship.</li> <li>To describe boundaries expected in relationships.</li> <li>To evaluate the impact of technology on relationships.</li> <li>To describe common causes of conflict and how to resolve them.</li> </ul>	<ul style="list-style-type: none"> <li>To know the protected characteristics.</li> <li>To explain how prejudice, discrimination and stereotypes have an impact on community cohesion.</li> <li>To recognise bullying and ways to prevent it.</li> </ul>	<ul style="list-style-type: none"> <li>To identify key beliefs and practices of Christians.</li> <li>To describe what life is like for Christians.</li> <li>To explain why Christians, believe the things that they do.</li> <li>To evaluate the importance of faith in the UK and around the world today.</li> </ul>	<ul style="list-style-type: none"> <li>To describe situation ethics.</li> <li>To understand stewardship and its relationship with the environment.</li> <li>To describe and understand the ethics around animal testing and medical testing.</li> <li>To recognise what the bible states about sexuality and gender.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to respond in an emergency situation.</li> <li>Know DRABC and how to identify a conscious and unconscious casualty.</li> <li>Know how to issue basic first aid to someone using CPR.</li> </ul>	<ul style="list-style-type: none"> <li>How to be enterprising.</li> <li>Learn about a broad range of careers.</li> <li>How to challenge stereotypes, broaden horizons and identify future career aspirations.</li> <li>The link between values and career choices.</li> </ul>	<ul style="list-style-type: none"> <li>How to make safe financial choices.</li> <li>Learn about ethical and unethical business practices and consumerism.</li> <li>To understand about saving, spending and budgeting.</li> <li>To understand how to manage risk taking behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>To describe how to be a good citizen.</li> <li>Explain why being a good citizen is so important to the smooth running of the country.</li> <li>Know the British Values.</li> <li>Explore the protected characteristics.</li> <li>Describe how the government works in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>How to make healthy lifestyle choices.</li> <li>How to manage influences relating to caffeine, smoking and alcohol.</li> <li>How to manage physical and emotional changes during puberty.</li> <li>Understand about personal hygiene.</li> <li>How to recognise and respond to inappropriate and unwanted contact.</li> <li>To understand FGM and how to access help and support.</li> </ul>	<ul style="list-style-type: none"> <li>To identify key beliefs and practices of Hindus.</li> <li>To describe what life is like for Hindus.</li> <li>To explain why Hindus, believe the things that they do.</li> <li>To evaluate the importance of faith in the UK and around the world today.</li> <li>To compare this faith with other religious traditions.</li> </ul>	<ul style="list-style-type: none"> <li>To know the definition of tolerance and respect.</li> <li>Explain why is <b>mutual respect</b> and <b>tolerance</b> are important?</li> <li>To understand and give examples of why some people may struggle with <b>mutual respect</b> and tolerance?</li> </ul>
End Point	To <u>understand</u> and <u>explain</u> how to successfully navigate to secondary school.	To <u>understand</u> and <u>explain</u> what a healthy relationship looks like, recognising boundaries, types of conflict and how to resolve this.	To <u>understand</u> and <u>explain</u> how discrimination affects community cohesion.	To <u>understand</u> and <u>describe</u> what it means to be a Christian and <u>explain</u> why this may impact a person's life.	To <u>understand</u> and <u>explain</u> why it is important to recognise different responses to ethical decisions.	To <u>understand</u> and <u>conduct</u> basic first aid for people in an emergency situation.	To <u>understand</u> and <u>explain</u> why it is important to have aspirations for the future and how to achieve these.	To <u>understand</u> and <u>explain</u> why it is important to make safe financial decisions in life to support yourself and family	To <u>understand</u> and <u>explain</u> how British society and its values influence the running of the UK government.	To <u>understand</u> and <u>explain</u> how to keep themselves safe in potentially risky situations.	To <u>understand</u> and <u>describe</u> what it means to be a Hindu and <u>explain</u> why this may impact a person's life.	To <u>understand</u> and <u>explain</u> why it is important to respect differences in our school, community and the wider world.

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Prior Knowledge	Pupils in Year 6 will learn about change and loss and how transition can affect mental well-being. Pupils in year 6 also undertake sessions/lesson led by secondary staff to support the transition process along with transition days where they visit the secondary school.	Pupils in year 6 will have learnt the components of a stable and caring relationship, elements around forced marriage and are able to recognise the signs of domestic abuse.	Pupils in Year 6 will have learnt key facts around the equality of law in society, discuss human rights and cultural diversity. This included stereotyping and prejudice linked to racial identities. All protected characteristics are discussed as a part of this.	In KS2, pupils will have studied what life is like for religious people in Britain today. They will have discussed their own personal beliefs in comparison to those of others. Students will have taken part in the study of Jesus' life.	Pupils in Year 6 will learn about criminal and civil law. They will discuss the equality of the law, what happens when the law is broken and the consequences of this. Students also take part in activities surrounding pride day and begin to look at gender identity as a concept.	Pupils in year 6 will learn the doctors 'ABC'. Some will have the opportunity to have sessions delivered by external 1 <sup>st</sup> aid facilitators.	Pupils in year 6 will have learned about different roles locally and how they contribute to the community.	Pupils in year 6 will have at this stage little prior knowledge of financial decision making at this stage, however they will have learnt about increased responsibilities as well as preparing for their future.	Pupils in Year 6 will have learnt in detail the protected characteristics and how the law is involved with this. British Values are taught with the focus on how to be a good citizen and human rights. Elements of diversity around the UK are taught which links with teaching around the protected characteristics.	Pupils in year 6 will learn about how to stay healthy both physically and mentally. Students will have an understanding of the immune system along with legal & illegal drugs. They will understand what puberty is, when it happens along with the physical changes to the human body.	Students will understand the word monotheistic and be able to apply this to Hinduism. They will also have an idea why places of worship are important. Religious stories are used to help people remember important ideas in the faith.	Pupils in year 6 will have a prior understanding of British values, such as different types of laws and how to report criminal activity. What human rights and children's right are as well as what protected characteristics are and why they are important. Diversity in the UK along with respect and tolerance is covered.
Key Misconceptions	That you will always remain friends with people you went to primary school with	You can always trust your friends. People online are always who they are in real life. People always respect you just because they.	That being mean to someone automatically means you are a bully.	The Holy Trinity are three separate gods. Jesus is the biological son of God. Incarnation means coming back to life. The two sections of the Bible are the first and second Bible.	The definition of agape. Interpretations of the Bible's teachings around the context of LGBTQ+.	People always know what to do in an emergency.	It will be easy to find a job when I am older. You have to settle for a job that meets your current academic aptitude. I am not as clever as someone else so I won't get the same level of job.	Gambling is only a problem older people have. There is always money to pay for the basic necessities of life. You have to be 'poor' to need support of food banks.	The different political parties. How being an active citizen can be achieved in the UK.	That changes as you grow up will be easy to navigate.	The Trimurti IS the Holy Trinity. The roles of the Trimurti are often confused with one another. The Hindu place of worship is called a Temple. Reincarnation means coming back to life.	People are always respectful. That words don't hurt people feelings. That we will always be tolerant.
Core Key Words	<ul style="list-style-type: none"> <li>Transition</li> <li>Emotions</li> <li>Safety Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Conflict</li> <li>Assertive</li> <li>Abuse</li> <li>Boundaries</li> <li>Respect</li> </ul>	<ul style="list-style-type: none"> <li>Cohesion</li> <li>Identity</li> <li>Stereotyping</li> <li>Discrimination</li> <li>Bullying</li> <li>Respect</li> <li>Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Monotheist</li> <li>God</li> <li>Incarnation</li> <li>Bible</li> <li>Miracle</li> <li>Church</li> <li>Celebration</li> </ul>	<ul style="list-style-type: none"> <li>Protected Characteristics</li> <li>Ethics</li> <li>Stewardship</li> </ul>	<ul style="list-style-type: none"> <li>CPR</li> <li>Defibrillator</li> </ul>	<ul style="list-style-type: none"> <li>Enterprising</li> <li>Employment</li> <li>Broaden horizons</li> </ul>	<ul style="list-style-type: none"> <li>Gambling</li> <li>Finance</li> <li>Budgeting</li> <li>Dilemma</li> </ul>	<ul style="list-style-type: none"> <li>Politics</li> <li>British Values</li> <li>Active Citizen</li> <li>Stereotyping</li> <li>Protected Characteristics</li> </ul>	<ul style="list-style-type: none"> <li>FGM</li> <li>Puberty</li> <li>Unwanted Contact</li> </ul>	<ul style="list-style-type: none"> <li>Monotheist</li> <li>Trimurti</li> <li>Brahman</li> <li>Vedas</li> <li>Mandir</li> <li>Diwali</li> <li>Ramayana</li> <li>Reincarnation</li> </ul>	<ul style="list-style-type: none"> <li>Mutual respect</li> <li>Diversity</li> <li>Tolerance</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1	Summer 2	TBC	TBC	TBC	TBC
Topic	Self-Image and Mental Wellbeing	Relationships and Commitment-	Islam	Changing Lives	Sikhism	Democracy	Global Issues	Community and Careers	Digital Literacy	Discrimination	First Aid
Delivery Method	<b>Lessons Assemblies</b> Maintaining healthy sleeping habits Healthy & unhealthy coping strategies Determination Over reliance on online relationships & social media	<b>Lessons Insight – Spectrum Assemblies</b> Consent and law Recognise characteristics and positive aspects of healthy one-one intimate relationships	<b>Lessons</b>	<b>Lessons Assemblies</b> Over consumption of energy drinks	<b>Lessons</b>	<b>Form Time Assemblies</b> Democracy	<b>Lessons</b>	<b>Insight Assemblies</b> Career ready (skills for the future)	<b>Form Time Insight Assemblies</b> Over reliance on online relationships & social media Not providing material to others online that they would not want to be shared.	<b>Insight Form Time Assemblies</b> Black history month LGBT history month	<b>Insight Assemblies</b> Personal hygiene (spread of infection, respiratory hygiene)
Enquiry Question	Using your understanding of mental health, what are the influences on body image, the media, social media and coping strategies?	What is the relationship between healthy relationships, commitment and consent?	What does it mean to be a Muslim around the world?	What are the local issues and national risks in the UK and what are the issues around drug and alcohol misuse?	What does it mean to be a Sikh around the world?	What is the British Values, Democracy?	What are the current contributing factors contributing to global issues and how are these impacting us locally, nationally and internationally?	What are the different stereotypes and family or cultural expectations that may limit aspirations? How to we recognise and challenge them?	What can I do to keep safe online, whilst understanding the reliability of different media sources and recognising gambling hooks?	What is discrimination in all of its forms?	How to deal with asthma, fainting, head injuries and bleeding
Key concepts	Health and Wellbeing (including Relationships & Sex Education) SMSC	Citizenship Health and Wellbeing (including Relationships & Sex Education)	Religious Education Protected Characteristics SMSC	Health and Wellbeing (including Relationships & Sex Education) SMSC	Religious Education Protected Characteristics SMSC	British Values Citizenship	Living in the wider world	Careers	Living in the wider world	Citizenship Religious Education Protected Characteristics SMSC	Health and Wellbeing (including Relationships & Sex Education)
Key Knowledge and skills	<ul style="list-style-type: none"> <li>To explain the difference between mental health and mental wellbeing.</li> <li>To explain the issues comparing physical and mental status.</li> <li>To explain strategies to build resilience.</li> <li>To learn about attitudes towards mental health.</li> <li>To know how to challenge misconceptions stigma.</li> <li>To know how to develop digital resilience.</li> <li>To learn about healthy and unhealthy coping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>To explain the key links between the three key concepts (healthy relationship, consent and commitment).</li> <li>To explain the features of a healthy relationship.</li> <li>To explain the signs and signals of an unhealthy relationship and strategies to resolve.</li> </ul>	<ul style="list-style-type: none"> <li>To identify key beliefs and practices of Muslims.</li> <li>To describe what life is like for Muslims.</li> <li>To explain why Muslims, believe the things that they do.</li> <li>To evaluate the importance of faith in the UK and around the world today.</li> <li>To compare this faith with other religious traditions.</li> </ul>	<ul style="list-style-type: none"> <li>To explain the local and national risks.</li> <li>To explain what can be done to mitigate/reduce this risk.</li> <li>To explain, using examples from Nicky Cruz case study, the issues with alcohol and drug misuse.</li> <li>To learn about medicinal and reactionary drugs</li> <li>To understand the effects of over consumption of energy drinks</li> <li>To know the relationship between habit and dependence</li> <li>How to use over the counter and prescription drugs safely</li> <li>How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>How to manage influences in relation to substance use</li> <li>How to recognise and promote positive social norms and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>To identify key beliefs and practices of Sikhs.</li> <li>To describe what life is like for Sikhs.</li> <li>To explain why Sikhs, believe the things that they do.</li> <li>To evaluate the importance of faith in the UK and around the world today.</li> <li>To compare this faith with other religious traditions.</li> </ul>	<ul style="list-style-type: none"> <li>To learn about how democracy is the foundation of the UK’s political system. That the value is based on the idea that everyone should have an equal say in how their country is run through the democratic process, and that government should be accountable to the people.</li> <li>To understand the strengths, advantages and disadvantages of democracy and how this works in contrast to other forms of government in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>To be planned.</li> </ul>	<ul style="list-style-type: none"> <li>To learn about equality of opportunity in life and work.</li> <li>To know how to challenge stereotypes and discrimination in relation to work and pay.</li> <li>To learn about employment , self-employment and voluntary work.</li> <li>To know how to set aspirational goals for future careers and challenge expectations that limit choices.</li> </ul>	<ul style="list-style-type: none"> <li>To learn about online communication and how to use social networking safely.</li> <li>To know how to recognise online grooming in different forms (relation to sexual, financial exploitation, extremism and radicalisation).</li> <li>To know how to respond and seek to support in cases of online grooming.</li> <li>To know how to recognise biased and misleading information online and how to critically assess different media sources.</li> <li>To know how to distinguish between content which is publicly and privately shared.</li> <li>To learn about age restrictions when accessing different forms of media and how to make responsible decisions.</li> <li>To learn about financial security online along with how to assess and manage risk in relation to gambling.</li> </ul>	<ul style="list-style-type: none"> <li>To learn how to manage influences on belief and decisions.</li> <li>To know about group-think and persuasion.</li> <li>To understand how to develop self-worth and confidence.</li> <li>To learn about gender identity, transphobia and gender-based discrimination.</li> <li>To know how to recognise and challenge homophobia and biphobia.</li> <li>To know how to recognise and challenge racism and religious discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>To know what happens in the body when somebody faints or suffers from asthma.</li> <li>To know how to treat somebody who has fainted or is suffering an asthma attack.</li> <li>To be able to help someone who has a basic bleed or head injury.</li> </ul>
End Point	To <u>understand</u> the difference between	To understand the key links between healthy relationships,	To understand what it means to be Muslim and how a person’s life is shaped by their faith.	To understand gangs, crime/punishment, legal system, refugees, charity and drug/alcohol abuse.	To understand what it means to be Sikh and how a person’s life is shaped by their faith.	To understand the democratic process, it’s strengths & weaknesses	A clear understanding on the topic of: Human rights, stewardship and leadership styles	To understand what equality of opportunity in careers and life means	To understand how to keep safe online, recognising online	To have a clear understanding of gender identity, learning that transphobia,	To understand the effects and how to treat of asthma, fainting, bleeding & head injury’s

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	mental health and mental wellbeing. To compare how we look physically and mentally. Describe how we can develop self-confidence and build emotional resilience.	commitment and consent. To explain, using examples, the signs of a healthy and unhealthy relationship.  o describe how solutions can be used when a relationship goes wrong.	To be able to explain the differences between Islam and other world faiths.		To be able to explain the differences between Sikhism and other world faiths.	compared to other forms of government.	(democracy v dictatorship).	along with different type and patterns of work.	grooming in all of its different forms. To understand how to protect financial security online whilst assessing and managing risk in relation to chance based transactions	homophobia biphobia and gender-based discrimination is unacceptable. To have a clear understanding that racial and religious based discrimination is unacceptable.	
Prior Knowledge	Mental health and mental wellbeing are the same thing. We can diagnose mental health.  Scial media is a platform to share emotions.	Students will have looked at friendships and bullying in Y7 and begun to understand the different forms of relationships e.g., Abuse, conflict, healthy and unhealthy etc.	Having looked at faiths previously, students will understand what it meant by the word monotheistic. They will have studied how other faith worship and why it is important to them. Holy books and building will also have been discussed in previous learning.	Students will have knowledge of the difference between prescription and Non-prescription drugs.	Having looked at faiths previously, students will understand what it meant by the word monotheistic. They will have studied how other faith worship and why it is important to them. Holy books and building will also have been discussed in previous learning. This will allow for comparison of knowledge learnt previously.	British values have been promoted through KS1 & 2 through: School Councils, elected by students, giving them a voice in decision-making. Individual students are elected to posts of responsibility such as class Monitors or IT leaders. Student have experience of opportunities to be heard and discuss conflicts to find solutions that work for everyone.		In year 7 students will have looked at how to be enterprising as well as covering a broad range of careers along with the abilities and qualities required for different careers. They will have touched upon equality of opportunity as well as how to challenge stereotype. This builds upon what has been cover in Ks2 where students also learnt about what might influence people's decisions about a job or career.	Students will have looked at bullying online in year 7 as well as in Ks2 and online friendships and the effects of online actions on others. In KS2 students will have looked at promoting personal safety and wellbeing with reference to social media and online games In KS2 students will have learnt about the importance of keeping personal information private which covered strategies for keeping safe online, how to manage request for personal information or images of themselves and others; What to do if they are worried about something they have seen of read online and how to report concerns; inappropriate content and contact.	In Year 7 students will have looked at how to challenge discrimination In Ks2 students will have learnt about discrimination: what it means and how to challenge it. In Ks2 students will have learnt about respecting differences between people, including to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.	Students have previously learnt about DRABC along with CPR and how to use an AED.
Key Misconceptions	Mental Health. Mental Wellbeing. Resilience. External pressures.	An arranged and forced marriage is the same. Consent means an agreement and not permission. Abuse can only be experienced in a romantic relationship.	People who follow the faith are not called Muslims. Muslims wear turbans. Allah is a different god to the Christian god. Muhammad is the name of the God. Profit not Prophet	Vaping and e-cigarettes are safer to use than smoking.	The names of the Five Ks. The Guru Granth Sahib is a person and not a book. The place of worship is called a temple. Other religions wear turbans.	Democracy is always the fairest way to deal with issues			All information read / seen online is true. Peoples who you can talk to online are always the person in the profile.	Use of discriminative language as 'banter' makes it acceptable. 'Unintentional' bullying is ok as it was only 'a joke' .	
Core Key Word	<ul style="list-style-type: none"> <li>mental health</li> <li>emotional wellbeing</li> <li>resilience</li> <li>coping mechanisms</li> <li>emotional triggers</li> </ul>	<ul style="list-style-type: none"> <li>marriage</li> <li>forced</li> <li>arranged</li> <li>nuclear</li> <li>stereotypical</li> <li>consent</li> </ul>	<ul style="list-style-type: none"> <li>monotheist</li> <li>Allah</li> <li>Prophet</li> <li>Qur'an</li> <li>Mosque</li> <li>Eid (ul-Adha / Fitr)</li> <li>worship</li> </ul>	<ul style="list-style-type: none"> <li>drugs</li> <li>alcohol</li> <li>gangs</li> <li>crime</li> <li>punishment</li> </ul>	<ul style="list-style-type: none"> <li>monotheist</li> <li>Waheguru</li> <li>Sikh</li> <li>Guru</li> <li>Guru Granth Sahib</li> <li>Gurdwara</li> <li>the Five Ks</li> </ul>	<ul style="list-style-type: none"> <li>election</li> <li>freedom</li> <li>legitimacy</li> <li>law</li> </ul>	<ul style="list-style-type: none"> <li>democracy</li> <li>dictatorship</li> <li>human rights</li> <li>global</li> <li>refugees</li> <li>civil war</li> </ul>	<ul style="list-style-type: none"> <li>stereotype</li> <li>career</li> <li>equality</li> <li>employment</li> <li>voluntary</li> </ul>	<ul style="list-style-type: none"> <li>Social media</li> <li>Extremism</li> <li>Radicalisation</li> <li>Grooming</li> </ul>	<ul style="list-style-type: none"> <li>Discrimination</li> <li>Homophobia</li> <li>Transphobia</li> <li>Biphobia</li> <li>Prejudice</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	Autumn 1 Summer 2	Autumn 1 Spring 1	Autumn 2	Autumn 2 Spring 1 Summer 2	Spring 1 / 2	Spring 2	Summer 1	Spring 2 Summer 1/2	Summer 2	TBC
Topic	<b>Sex and Relationships</b>	<b>Emotional Wellbeing and Mental Health</b>	<b>Judaism</b>	<b>Goal Setting, Study Skills and First Aid</b>	<b>Peer Influence, substance use and gangs</b>	<b>Why is there suffering</b>	<b>Prevent and Radicalisation</b>	<b>Employability skills and online presence</b>	<b>Buddhism</b>	<b>First Aid</b>
Delivery Method	<b>Lessons Insight Assemblies-</b> Nude Semi-nude images. When nudes get shared around. How the portrayal of relationships and pornography might affect expectations.	<b>Lessons Insight Assemblies-</b> How to manage influences on body images Relationship between physical and mental health	<b>Lessons Insight</b>	<b>Insight Curriculum lessons Assemblies Form Time</b>	<b>Insight Form Time Assemblies</b> Awareness of the dangers of drugs which are prescribed but still present serious health risks The rule of law	<b>Lessons Insight Form Time Assemblies</b> The life and work of Rosa Parks	<b>Lessons Insight Assemblies Form Time</b> Prevent: Radicalisation	<b>Insight Careers Fair Curriculum lessons Form Time Assemblies</b> Career Ready Careers Week	<b>Lessons Insight</b>	<b>Insight</b>
Enquiry Question	In terms of online and social media platforms, what are the risks associated online and what is the important of contraception in prevention pregnancy and sexually transmitted infections?	How can mental health be impacted by social factors that can affect us?	What does it mean to be a Jew around the world?	When will our and of year assessments take place? What are defibrillators and when one might be needed?	How can we assess risk and manage influences (including online presence)? What are the social norms around drugs, alcohol and knife crime?	What are the different responses to suffering in the world?	What is radicalisation and why is the prevent agenda important?	What do we mean by personal brand and an online presence?	What does it mean to be a Buddhist around the world?	How to administer CPR and use a defibrillator
Key concepts	Health and Wellbeing (including Relationships & Sex Education)	Health and Wellbeing Protected Characteristics SMSC	Religious Education Protected Characteristics SMSC	Health and Wellbeing SMSC Careers Living in the wider world	Health and Wellbeing Citizenship Protected Characteristics SMSC Living in the wider world Protected Characteristics	Citizenship Protected Characteristics Living in the wider world Religious Education	Citizenship Protected Characteristics Living in the wider world Religious Education	Citizenship Protected Characteristics Living in the wider world Careers	Religious Education Protected Characteristics SMSC	Health and Wellbeing
Key Knowledge and skills	<ul style="list-style-type: none"> <li>To identify what the term consent is and why it is important?</li> <li>The importance of contraception and strategies to reduced transmitting a sexually transmitted disease.</li> <li>Explain the impact of gender stereotypes.</li> <li>Describe the issues around sexting and the dangers of pornography.</li> </ul>	<ul style="list-style-type: none"> <li>To describe people's attitudes towards mental health?</li> <li>Explain how can we promote emotional wellbeing?</li> <li>How can we become digitally resilient?</li> <li>What are unhealthy coping strategies to cope with mental health and emotional wellbeing?</li> <li>What are healthy coping strategies for change, loss and grief?</li> <li>How does our body and mind relate?</li> </ul>	<ul style="list-style-type: none"> <li>To identify key beliefs and practices of Jewish people.</li> <li>To describe what life is like for Jewish people.</li> <li>To explain why Jews, believe the things that they do.</li> <li>To evaluate the importance of faith in the UK and around the world today.</li> <li>To compare this faith with other religious traditions.</li> </ul>	<ul style="list-style-type: none"> <li>The importance of goal setting when preparing for the end of year assessments.</li> <li>Gain an understanding into which revision methods are useful for us as individuals.</li> <li>Gain use of how a RAG rating system can help monitor our progress.</li> <li>Understand how we can regulate our wellbeing during the exam season.</li> <li>Understand the use of a defibrillator.</li> <li>Understand how we can we treat common injuries.</li> </ul>	<ul style="list-style-type: none"> <li>To identify between healthy and unhealthy friendships.</li> <li>To describe how to assess risk and manage influences.</li> <li>Explain how to recognise passive, aggressive and assertive behaviour.</li> <li>Describe how 'group think' and how it affects our behaviour.</li> <li>Identify and explain the legal and physical risks of carrying a knife.</li> <li>Outline the positive social norms in relation to drug and alcohol abuse.</li> <li>Outline the legal and health risks in relation to drug and alcohol abuse.</li> </ul>	<ul style="list-style-type: none"> <li>To identify different ways which Jewish people were persecuted.</li> <li>To describe the difference between prejudice and discrimination</li> <li>To describe what life was like for Jewish people during WWII.</li> <li>To describe the life of Anne Frank. To explain why WWII led to the increase in pacifism.</li> <li>Evaluate the importance of learning about the Jewish persecution today.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the different features of conspiracy theories.</li> <li>To describe how propaganda can shape people's views and opinions.</li> <li>To define the terms extremism and prevent.</li> <li>To explain the issues around extremist opinions.</li> <li>To explain the importance of the prevent agenda and individual liberty / rule of law / tolerance for all.</li> </ul>	<ul style="list-style-type: none"> <li>To identify employers' rights and responsibilities.</li> <li>Describe the skills for enterprise and employability skills necessary for specific jobs.</li> <li>Understand how to deal with and act upon constructive feedback as an employee.</li> <li>Explain how to manage your 'personal brand' on an online platform.</li> <li>Describe habits and strategies to support personal development and progress.</li> <li>Identify and explain support for concerns relating to life online.</li> </ul>	<ul style="list-style-type: none"> <li>To identify key beliefs and practices of Buddhists.</li> <li>To describe what life is like for Buddhists.</li> <li>To explain why Buddhists, believe the things that they do.</li> <li>To evaluate the importance of faith in the UK and around the world today.</li> <li>To compare this faith with other religious traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to deal with an unconscious casualty and apply DRABC.</li> <li>Perform CPR for a sustained period</li> <li>Be able to use an AED effectively.</li> </ul>
End Point	Understanding around sex and the law, choices around sex, sexual health contraception, the risk of STIs, sexting, attitudes towards pornography.	Understanding of the teenage brain and how it makes decisions, signs of poor mental health: stress, anxiety and depression, Ways to look after mental health, who can help? Exercise and a healthy body can impact a healthy mind.	To understand what it means to be Jewish and how a person's life is shaped by their faith. To be able to explain the differences between Judaism and other world faiths.	To understand the successful application of effective short, medium and long term goals. Utilise effective revision strategies to enhance progress in the End of Year assessment. Explain and show how to effectively use a defibrillator and how to treat common injuries.	To understand the factors that affect peer Influence, substance use and gangs. To be able to articulate the consequences of negative impact of Peer Influence, substance use and gangs.	To understand what life was like during the rise and rule of the Nazis in Germany during WWII. To describe the difference between prejudice and discrimination and apply this to real life events.	To understand what the prevent agenda is and its importance in maintaining a strong and fair / safe society. To be able to explain why people believe in conspiracy theories and describe how this begins to shape their lives.	To understand the rights, responsibilities and the skills necessary to be successful in the modern-day labour market. To have an awareness of ones 'online brand' and to act upon feedback accordingly.	To understand what it means to be Buddhist and how a person's life is shaped by their faith. To be able to explain the differences between Buddhism and other world faiths.	Explain and show how to effectively use a defibrillator and how to perform CPR .
Prior Knowledge	Links back with previous learning about relationships in both Y7 and Y8. This unit	Leading on from year 8, students will advance their	Students will have studied Christianity and Islam.	Clear interleaving from KS2 and KS3 study skills with an explicitly link to 'active	Direct lineage to year 8 'global issues' and the national and local context	Moral/natural suffering, evil, pre-war Jewish life, Nazi Germany and Anti-	Understand a clear understanding between extremism and	Building upon where students study 'internet safety' in their PSHE LKS2	Students will have studied the other five main world religions giving them the	Students have previously learnt about dealing with conscious and unconscious



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	<p>allows for the development of previous learning in an age-appropriate way, focusing on the areas of concern for Year 9.</p> <p>In Year 7, students will have studied different types of relationships, how to engage in a healthy friendship, how to set boundaries, and the issues which the emergence of technologies and social media has had on different relationships. This unit links with this, focusing heavily of the use of the internet and social media in starting, and maintaining sexual relationships.</p> <p>In Year 8, students have studied how to manage and maintain romantic relationships in a healthy manner, as well as initially looking at what constitutes as a healthy romantic relationship. This links with this term's work as we take the concepts learnt in Year 8 and develop on these, with a closer link to Sexual Health. This is paramount as student's relationship develop into</p>	<p>understanding of mental health.</p> <p>They will develop healthy strategies on how to manage the emotional wellbeing in their day-to-day life. This will build upon strategies identified in year 8.</p>	<p>They will have studied key teachings in the Bible and Qur'an and be able to identify similarities and differences between these faiths.</p>	<p>revision strategies. The emphasis is on knowing more, remembering more.</p>	<p>that students encounter in the community.</p> <p>There is also links to form times, assemblies and insight days around safeguarding issues in the local area.</p>	<p>Semitism, Genocide (the holocaust), Anne Frank, who helped the Jews, Pacifism.</p>	<p>radicalisation, extremist groups, prevent, laws/policing of terrorism, ethnic/religious make up Pontefrac.</p>	<p>(Cycle B), students will revisit these key themes in a more mature context.</p> <p>In year 8, students will study digital literacy and will now have background knowledge around online safety.</p> <p>KS3 computing lessons will also have briefly touched upon 'online presence' but not in a formal context.</p>	<p>ability to compare religious traditions around the world.</p>	<p>casualties including those suffering with Asthma, fainting, heading injuries and bleeding</p>
Key Misconceptions	<p>The difference between conception and contraception.</p> <p>Aids is an STI.</p> <p>Consent is an agreement.</p>	<p>Breaking the misconception that mental health issues are least damaging and important than physical health issues.</p>	<p>That YHWH is a different god to that in the Christian faith.</p> <p>The Torah is the Jewish holy book.</p>	<p>Setting 1 type of goal.</p> <p>Outcome orientated.</p> <p>Wellbeing and mental health being explicitly linked.</p> <p>Misuse of the defibrillator and misuse of treating common injuries.</p>	<p>Friends online are real friends.</p> <p>Peer group influences are helpful.</p> <p>The law does not apply to anyone under 16.</p>	<p>The Holocaust only affected the Jewish population.</p> <p>The Holocaust is the only example of a genocide to happen in history.</p>	<p>You can only be radicalised into being a Muslim terrorist.</p> <p>Extremism is only religious.</p>	<p>Social media being friendly</p> <p>Social media being an easy place to start relationships.</p> <p>Number of followers =popularity.</p>	<p>That the Buddha is a god.</p> <p>That Nirvana is (comparable to) Heaven and you go to Nirvana if you are good.</p> <p>That meditation is not a religious practice in Buddhism.</p>	<p>Misuse of the defibrillator and misuse of treating common injuries.</p>
Core Key Words	<ul style="list-style-type: none"> <li>consent</li> <li>contraception</li> <li>conception</li> <li>sexually transmitted infection</li> <li>gender</li> <li>sex</li> <li>sexuality</li> <li>stereotype</li> </ul>	<ul style="list-style-type: none"> <li>mental health</li> <li>emotional wellbeing</li> <li>resilience</li> <li>coping mechanisms</li> <li>emotional trigger</li> <li>grief</li> <li>depression</li> <li>anxiety</li> </ul>	<ul style="list-style-type: none"> <li>monotheist</li> <li>YHWH</li> <li>Synagogue</li> <li>Tanakh</li> <li>Torah</li> <li>Passover</li> <li>Prophet</li> <li>denomination</li> </ul>	<ul style="list-style-type: none"> <li>SMART</li> <li>Retention</li> <li>Long Term Memory</li> <li>Retrieval</li> <li>Progress</li> </ul>	<ul style="list-style-type: none"> <li>Gangs</li> <li>Culture</li> <li>Life sentence</li> <li>Intent to supply</li> <li>Narcotics</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>moral evil</li> <li>natural evil</li> <li>suffering</li> <li>Holocaust</li> <li>genocide</li> <li>discrimination</li> <li>prejudice</li> <li>stereotype</li> </ul>	<ul style="list-style-type: none"> <li>extremism</li> <li>radicalisation</li> <li>conspiracy</li> <li>propaganda</li> <li>Far Right</li> <li>prevent</li> </ul>	<ul style="list-style-type: none"> <li>Influencer</li> <li>Labour Market</li> <li>Employable</li> <li>'Work Ready'</li> <li>Catfish</li> </ul>	<ul style="list-style-type: none"> <li>Buddha</li> <li>reincarnation</li> <li>Temple / Vihara</li> <li>Nirvana</li> <li>impermanence</li> <li>monk</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>CPR</li> <li>AED</li> <li>Defibrillator</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1	Summer 2	TBC
Topic	Healthy Relationships	Exploring Influence	Addressing Extremism and Radicalisation	Financial Decision Making	Individual liberty	Mental Health	Work Experience	First Aid
Delivery Method	<b>Form Time Insight Assemblies</b> Sexual consent & sexual harassment Strategies for identifying and managing sexual pressure and not pressuring others.	<b>Form Time Insight Assemblies</b> Keeping safe (community incidents) Physical & psychological risk associated with alcohol consumption /addiction County lines How advertising & information is targeted and how to be a discerning consumer of information	<b>Insight Assemblies</b> How advertising & information is targeted and how to be a discerning consumer of information British Values (Individual liberty)	<b>Form Time Insight Assemblies</b> Money and work Career ready (Exploring careers)	<b>Form Time Assemblies</b> British Values (Individual liberty) Student value (respect for others) Spectrum (sexual consent & sexual harassment)	<b>Form Time Assemblies</b> Recognise early signs of mental well-being concerns including common types of mental ill health How to reframe negative thoughts	<b>Work Experience Placement Assemblies</b> Successful Futures (NYBEP) Work experience launch assembly	<b>Insight Assemblies</b> Treatment and prevention of infection including antibiotics
Enquiry Question	What are the assumptions and misconceptions around different sexual relationships contexts?	What challenges may we face in life?	What is extremism and how can we protect ourselves?	What are effective money management strategies to ensure financial security?	What is the British Value, individual liberty?	How do external influences in modern society impact our mental health?	How do we prepare ourselves for the world of work?	How to deal with Sprains, strains, fractures, choking and anaphylaxis
Key concepts	Health and Wellbeing (including Relationships & Sex Education) SMSC	Health and Wellbeing (including Relationships & Sex Education) SMSC	Citizenship Protected Characteristics SMSC	Living in the wider world	Citizenship Protected Characteristics SMSC	Health and Wellbeing (including Relationships & Sex Education) SMSC	Living in the wider world	Health and Wellbeing (including Relationships & Sex Education) SMSC
Key Knowledge and skills	<ul style="list-style-type: none"> <li>To describe the features of healthy relationships.</li> <li>To evaluate the assumptions and misconceptions around social norms with sex, gender and relationships.</li> <li>To understand the opportunities and risks associated with conducting relationships online.</li> <li>To know how to manage the impact of the media and pornography.</li> <li>To understand the ethical, behavioural and legal implications in relation to consent, manipulation, coercion and consent and how to respond to the above accessing appropriate support.</li> <li>To recognise and challenge attitudes towards victim blaming, asexuality, abstinence and celibacy.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the different challenges we may face in life e.g., gangs, drugs, alcohol etc.</li> <li>Describe how the media may influence people's decisions or life choices.</li> <li>Explain why drugs and alcohol can be dangerous.</li> <li>Explain the impact of peer groups and pressures in making life choices.</li> <li>Describe where and how to get help in relation to gangs, drugs, alcohol abuse etc.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the different features of extremism</li> <li>To describe how social media can shape people's views and opinions – distorting.</li> <li>To describe how to manage misleading information</li> <li>To explain the impact of extremism and radicalisation and respond to this appropriately.</li> <li>Describe and discuss the importance of the importance of the Equality Act 2010, alongside British Values of individual liberty / rule of law / tolerance for all.</li> </ul>	<ul style="list-style-type: none"> <li>To describe the features of a healthy relationship with money.</li> <li>To recognise how to make sound financial decisions.</li> <li>To know support mechanisms for concerns relating to gambling, money and consumer rights.</li> <li>To understand different contractual models i/c self-employment, full and part time and zero hours contracts.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that individual liberty suggests the free exercise of rights that are generally seen as being outside of government control.</li> <li>It is the protection of your rights and the rights of others.</li> <li>It is seen in day to day life through:</li> <li>Equality and Human rights.</li> <li>Respect and dignity.</li> <li>Rights, choices, consent and individuality.</li> <li>Values and principles.</li> </ul>	<ul style="list-style-type: none"> <li>How to manage challenges during adolescence.</li> <li>How to reframe negative thinking.</li> <li>Strategies to promote mental health and emotional wellbeing.</li> <li>About the signs of emotional or mental ill-health</li> <li>How to access support and treatment.</li> <li>About the portrayal of mental health in the media.</li> <li>How to challenge stigma, stereotypes and misinformation.</li> </ul>	<ul style="list-style-type: none"> <li>How to evaluate strength and interests in relation to career development.</li> <li>To know about the responsibilities within the workplace.</li> <li>How to evaluate and build on the learning obtain from work experience.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between sprains, strains, broken bones and dislocations.</li> <li>Be able to treat between sprains, strains, broken bones and dislocations.</li> <li>Know how to deal with somebody who is choking.</li> </ul>
End Point	To understand and explain healthy relationships, recognising that these vary in context and concepts as well as recognising the legal ramifications of unhealthy relationships.	To understand the dangers associated with drugs, gangs and alcohol and the impact that this has on a person's or people's lives. To be able to describe how to make safe decisions when it comes to drugs and alcohol and the importance of getting help.	To understand what the prevent agenda is and its importance in maintaining a strong and fair / safe society. To be able to explain why people believe in information they read online and describe how this begins to shape their lives.	To understand and explain what a healthy relationship with money looks like, recognising how to effectively make sound financial decisions.	To understand that citizens are allowed to express themselves freely. 'Freedom of speech' is key to this, understanding that people are able to cite their opinions by written or spoken word whilst being contained within the rules of law.	To understand the interchanging nature of mental health and how we can mitigate issues of 'anxiety, stress and worry'.	To undertake an experience of a workplace environment.	To be able to treat a casualty that has suffered either a sprain, a strain, a broken bones or a dislocations. To know how to treat someone who is choking (Heimlich manoeuvre).
Prior Knowledge	Students in KS3 will have learnt the different types of relationships and factors that can affect them. They will know about indicators of healthy and unhealthy relationships, learning about sexual attraction and sexuality are diverse. They will have also learnt about the media's portrayal of sex.	Students will have studied gangs, drug and alcohol in KS3 so should be able to identify the dangers of different substances / influences. They will have also looked at where to get help on a national scale e.g., NHS but more focus this term to be placed on where to get help locally and local / contextual information.	Understand a clear difference between extremism and radicalisation, extremist groups, prevent, laws/policing of terrorism, ethnic/religious make up Pontepract. This will all be learnt from Y9 Prevent and Radicalisation lessons and deeper learning days / assemblies.	Students in KS3 will have learnt ways to assess and manage risk in relation to basic financial decisions, around debt as well as evaluate the social and moral dilemmas about the use of money.	In Ks2 Students are encouraged to give their opinion and share ideas while respecting other people's feelings. Throughout Ks3, students in history, will have been taught about individual liberty within the following units. Yr7: English Civil War Yr8: Empire & Slavery Yr9: the rise of the Nazis	Students in KS1, 2 and 3 will have learnt the meaning of mental health and understand the relationship with emotional wellbeing. This will create a solid foundation for the more applied scenarios during KS4.	Students in Ks3 will have learnt about the different types of jobs / careers that are available to them along developing skills for work .	Throughout KS3 students have been developing their knowledge and skills to administer first aid including the effective use of an AED defibrillator.
Key Misconceptions	People are always accepting of different types of sexual relationships.	Gangs and gang culture only exists in big cities. "It'll never happen to me".	You can only be radicalised into being a Muslim terrorist. Extremism is only religious.	Debt is always the fault of the person in it. Financial risks are a bad thing.	Freedom of speech allows you to commit offences against other persons or the state.	The difference professional help and signposting versus and strategies to cope.	That finding a work experience placement is someone else responsibility.	Heimlich manoeuvre is the only way to treat someone who is choking.

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	People assume they know the law around sexual relationships		Extremist views are easy to spot and easy to avoid.	Employment means you will not have money worries.				
Core Key Words	<ul style="list-style-type: none"><li>• Abstinence</li><li>• Celibacy</li><li>• Coercion</li><li>• Victim Blaming</li><li>• Social norms</li></ul>	<ul style="list-style-type: none"><li>• Gang</li><li>• Stimulants</li><li>• Depressants</li><li>• Hallucinogens</li><li>• Child Sexual Exploitation</li></ul>	<ul style="list-style-type: none"><li>• Prevent</li><li>• Extremism</li><li>• Radicalisation</li><li>• Terrorism</li><li>• Far Right</li></ul>	<ul style="list-style-type: none"><li>• Budgeting</li><li>• Financial exploitation</li><li>• Contractual terms</li><li>• Saving</li><li>• Gambling</li><li>• Consumer rights</li></ul>	<ul style="list-style-type: none"><li>• Equality</li><li>• Respect</li><li>• Liberty</li><li>• Freedom</li></ul>	<ul style="list-style-type: none"><li>• The 5’s steps to mental health</li><li>• Stereotypes</li><li>• Misconceptions</li><li>• Labelling</li></ul>	<ul style="list-style-type: none"><li>• Employer</li><li>• Employee</li><li>• Job description</li></ul>	<ul style="list-style-type: none"><li>• Sprain</li><li>• Strain</li><li>• Fracture</li><li>• Anaphylaxis</li><li>• Choking</li><li>• Heimlich manoeuvre</li></ul>



	Autumn 1 and 2	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2
Topic	Building for the Future	Next Steps – Living in the Wider World	Independence	Communication and Relationships	Families	Mutual respect
Delivery Method	<b>Form Time Assemblies</b>  Career Ready (Moving on) Planning your finances for the future College Application launch Motivational in led up to preparation for the GCSE exam series Assessment timetable and revision strategies How to manage the judgement of others and challenge stereotyping	<b>Form Time Assemblies</b>  Life under Section 28 Excellence (preparing for our futures) Responsibility (addressing global issues) What is the role of a local MP?	<b>Form Time Assemblies</b>  How use of alcohol and drugs can lead to risky sexual behaviour Responsibility (addressing global issues) County Lines The benefits of regular self-examinations	<b>Insight Assemblies</b>  Sexual consent and sexual harassment CSE- Sexual violence + harassment	<b>Form Time Curriculum Assemblies</b>  Radicalisation and extremism Prevent: Extremism + Radicalisation	<b>Form Time Assemblies</b>  The murder of Steven Lawrence
Enquiry Question	What does the future look like?	What will the next step in my educational journey be?	What do we mean by making responsible health choices, and keeping safe in independent contexts?	How do we effectively communicate our wants and needs to ensure a healthy sexual relationship?	Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	What does it mean to live in a world where some people have the opposite views to fundamental British Values?
Key concepts	Citizenship Living in the wider world Careers	Living in the wider world Citizenship Careers	Citizenship Protected Characteristics SMSC Living in the wider world	Citizenship Protected Characteristics Living in the wider world Health and Wellbeing (including Relationships & Sex Education) Careers	Citizenship Protected Characteristics SMSC Health and Wellbeing (including Relationships & Sex Education)	<b>British Values</b> Citizenship Protected Characteristics Health and Wellbeing (including Relationships & Sex Education)
Key Knowledge and skills	<ul style="list-style-type: none"> <li>Define the key words stress, self-efficacy, resilience.</li> <li>Describe how stress may impact people.</li> <li>Explain why it is important to recognise stress and make changes.</li> <li>Evaluate the use of social and / or online media.</li> <li>Explain why it is important to balance time on and offline.</li> </ul>	<ul style="list-style-type: none"> <li>To know and understand post-16 options and career pathways.</li> <li>To understand the application process and interview techniques.</li> <li>To know how to maximise employability.</li> </ul>	<ul style="list-style-type: none"> <li>How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads).</li> <li>Understanding the effective use of emergency first aid skills.</li> <li>Gain a clear understanding how to assess emergency and non-emergency situations and contact appropriate services.</li> <li>Highlight the clear links between lifestyle and some cancers.</li> <li>Gain an understanding about the importance of screening and how to perform self-examination.</li> <li>Clarity about vaccinations and immunisation.</li> <li>To understand about registering with and accessing doctors, sexual health clinics, opticians and other health services.</li> <li>To gain an understanding how to manage influences and risks relating to cosmetic and aesthetic body alterations.</li> </ul>	<ul style="list-style-type: none"> <li>To understand about core values and emotions in relation to gender identity, gender expression and sexual orientation.</li> <li>To understand how to communicate assertively when discussing their wants and needs in a sexual relationship.</li> <li>To recognise unwanted attention, including online and know ways to respond and how to seek help.</li> <li>To recognise the signs of unhealthy, exploitative and abusive relationships and how to access support and overcome potential challenges when trying to seek this support.</li> </ul>	<ul style="list-style-type: none"> <li>To understand about different types of families and changing family structures.</li> <li>To learn how to evaluate readiness for parenthood and positive parenting qualities.</li> <li>To gain a clear understanding about fertility, including how it varies and changes.</li> <li>Learn about pregnancy, birth and miscarriage.</li> <li>To understand about unplanned pregnancy options, including abortion.</li> <li>To learn about adoption and fostering.</li> <li>An understanding of how to manage change, loss, grief and bereavement.</li> <li>To learn about ‘honour based’ violence and forced marriage and how to safely access support.</li> </ul>	<ul style="list-style-type: none"> <li>To Know and understand that mutual respect means, treating other people with dignity and recognising their value.</li> <li>To understand that stereotyping, prejudice and discrimination is unacceptable.</li> </ul>
End Point	To understand what life may be like beyond school and our place in the world. To be able to identify and recognise signs of stress and where to go for help when this is unmanageable.	To understand and explain the different post-16 educational pathways having made a successful application	To understand the resources available in modern Britain and gaining an importance of health lifestyle choices.	To understand and explain unwanted attention signs and ways to seek support when the potential for an unhealthy abusive relationship is apparent.	To understand the different features of ‘family’, to learn about pregnancy, adoption, fostering and local issues families may encounter.	Students are understand the concept of mutual respect and are able to explain what this means and why it is important in modern Britain.
Prior Knowledge	Students will have studied healthy relationships, mental health and wellbeing, financial decision making etc previously. This will allow them to access key knowledge and understanding of topics discussed in this term and allow for depth to be applied.	In KS3 students will have learnt about different pathways, in which they can follow to succeed within their chosen career.	Students in KS3 will have looked at ‘health’ as across the curriculum. This understanding will allow students to gain an understanding how we can monitor and look after our health by accessing professional provision.	Students in KS3 will have learnt the services available to them to support healthy relationships. They will have developed communication skills to hold these conversations. They will understand ways to give consent.	Students in KS3, assemblies and EC curriculum will have visited Sex and Relationships which will give students a sound platform from KS4.	In Ks3, students cover prevent and are taught about extremism and radicalisation and how this goes against / opposes fundamental British values.
Key Misconceptions	Any signs of stress mean you suffer from poor mental health. Stress is not normal. Spending a lot of time online is healthy and normal. Not everyone is able to be resilient.	Difference between academic and vocational pathways along with apprenticeships	Medical versus aesthetic need. Missing signs Vaping is better than smoking	Abuse if the victims fault Saying no is easy What constitutes sexual harassment	Adoption v fostering Pregnancy Myths	Extremist views can be considered ‘free speech’
Core Key Words	<ul style="list-style-type: none"> <li>Resilience</li> <li>Self-efficacy</li> <li>Stress</li> <li>Social media</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>CV</li> </ul>	<ul style="list-style-type: none"> <li>101</li> <li>Emergency services</li> <li>Screening</li> <li>NHS Help Hub</li> </ul>	<ul style="list-style-type: none"> <li>Sexual harassment</li> <li>Stalking</li> <li>Consent</li> <li>Abuse</li> <li>Exploitive</li> <li>Gender expression</li> </ul>	<ul style="list-style-type: none"> <li>Blended family</li> <li>Nuclear family</li> <li>Perception</li> <li>Domestic Violence</li> </ul>	<ul style="list-style-type: none"> <li>Respect</li> <li>Tolerance</li> </ul>