

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Themes	HOME AND SCHOOL AND COMMUNITY	FESTIVALS	LOOKING AFTER OUR WORLD	TRAVEL AND TRANSPORT	WORLD OF WORK	LEISURE TIME
YEAR 7 & YEAR 8 LOWER SCHOOL	Lower theme learners can:	<ul style="list-style-type: none"> ➤ Identify people who helps us, and how we can help them ➤ Identify rules in school and in the community ➤ Identify what makes your family, friends' teachers, carers special to you 	<ul style="list-style-type: none"> ➤ Compare differences and similarities between humans ➤ Identify groups we belong (family, school, clubs, faith) ➤ Explore the 'class system' ➤ Describe characteristics of groups you belong to 	<ul style="list-style-type: none"> ➤ Identify and name different emotions that you have experienced and why? ➤ Describe how we can look and feel when we are angry/upset. ➤ Recall how to help others when they are sad or unwell. 	<ul style="list-style-type: none"> ➤ Describe some of the physical changes that occur as boys and girls grow up ➤ Understand consent and unwanted 'touch' ➤ Recall what to do if someone touches you uncomfortably 	<ul style="list-style-type: none"> ➤ Describe when its appropriate to take turns ➤ Identify peers you want to work with and outcomes ➤ identify different types of bullying 	<ul style="list-style-type: none"> ➤ Identify how physical activities can keep us healthy. ➤ Describe healthy foods we should eat and how it helps our body. ➤ Identify benefits of enough sleep, and consequences of an insufficient amount
	Higher theme learners can:	<ul style="list-style-type: none"> ➤ Identify ways which you may be cared for families, friends, adults ➤ Describe different relationships and status' including civil partnerships and gay marriage ➤ Explore community groups and the role I play ➤ Describe what makes your family, friends, teachers, carers special to you? 	<ul style="list-style-type: none"> ➤ Describe and compare rights and responsibilities ➤ Identify different kinds of rights and responsibilities we have in and outside of school ➤ Define and explain 'stereotyping' and inclusion ➤ Define and explain discrimination and prejudice 	<ul style="list-style-type: none"> ➤ Identify strong emotions and how they have made you feel. ➤ Describe strategies to help manage your emotions. ➤ Understand other people's emotions and how to help. 	<ul style="list-style-type: none"> ➤ Identify the physical changes within the body during puberty. ➤ Identify appropriate and inappropriate physical contact. ➤ Identify ways to deal with unwanted physical contact 	<ul style="list-style-type: none"> ➤ Identify your own strengths and weaknesses and set realistic goals. ➤ Give reasons for respect and who should you give it to? ➤ Describe different types of bullying and effects of it 	<ul style="list-style-type: none"> ➤ Describe the risks of too much screen time ➤ Understanding of rules when online or on your phone. ➤ Describe the difference and links between mental and physical well-being.
YEAR 9 & YEAR 10 MIDDLE SCHOOL	Themes	LOOKING AFTER MY FAMILY	MOVING OUT OF HOME	HOLIDAYS	EMOTIONAL & PHYSICAL WELLBEING	ENTERPRISE- WORKING IN A SHOP	GOING TO COLLEGE

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Lower theme learners can:	<ul style="list-style-type: none"> ➤ Identify people at home, school, community who support us, and why ➤ Describe how you help others when they are feeling distressed, frightened, sad etc. Describe how you keep safe at school and home 	<ul style="list-style-type: none"> ➤ Identify and explore emotions associated with moving home ➤ Describe items adults spend their money on to support their household ➤ Identify places money is used and what is bought ➤ Describe different ways to pay for items (i.e. cash, cards...etc.) 	<ul style="list-style-type: none"> ➤ Explore life stages (i.e. baby, toddler, child...etc.) ➤ Describe how your body changes as you grow older (i.e. puberty) ➤ Identify what has changed most for you as a teenager ➤ Compare similarities/differences between ages 	<ul style="list-style-type: none"> ➤ Identify a daily routine which helps you start the day in a positive way ➤ Describe a form of physical activity that can help you maintain a healthy and emotional life-style. ➤ Identify an emotion to physical pain. ➤ Identify people who can help you if you are unwell or in pain. 	<ul style="list-style-type: none"> ➤ Describe how best to work with a partner ➤ Identify a shared task for a peer that can be done together ➤ Carry out a shopping task with a partner or group 	<ul style="list-style-type: none"> ➤ Identify two pieces of information which is personal to with whom you can share it ➤ Describe areas in the home, school that are private and what can be done there ➤ Identify areas that are public and what activities you may do there.
	Higher theme learners can:	<ul style="list-style-type: none"> ➤ Identify two areas where you need help to improve at school, home or in the community ➤ Describe some qualities of someone special to you and explain why they are important ➤ Describe different levels of trust with different people ➤ Identify how you can help your friends or family if they are feeling angry, upset or frustrated. 	<ul style="list-style-type: none"> ➤ Identify and explore emotions associated with moving home or going to college ➤ Answer: what do adults save up for? What essentials do you need to purchase when living independently? ➤ Explore consequences of losing your debit card or money. How can you resolve it? 	<ul style="list-style-type: none"> ➤ Identify ways a female body changes when pregnant ➤ Describe ways a female can care for a baby when in her uterus ➤ Identify preparation for birthing process ➤ identify ways that new parents can help their baby and sources of advice and support they could receive when looking after a baby. 	<ul style="list-style-type: none"> ➤ Describe strategies for positive wellbeing ➤ Identify some ways our mental wellbeing can affect our physical wellbeing. ➤ Identify strategies to manage my emotions. ➤ Identify two or more consequences of not getting enough sleep for our physical and mental health. 	<ul style="list-style-type: none"> ➤ Express your views and opinions in a group. How can you and others feel safe doing this? ➤ Identify ways to take responsibility when in a group working ➤ Identify ways to share ideas when working in a group and how to respond to this 	<ul style="list-style-type: none"> ➤ Compare public and private spaces in home, school, and community ➤ Describe who to give your personal information to and who you trust. ➤ Identify a trusted adult if you feel uncomfortable
YEAR 9 UPPE	No theme						

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEA R 10 & YEA	Lower theme learners can:	<ul style="list-style-type: none"> ➤ Identify rights and responsibilities ➤ Identify a healthy diet ➤ Explain the features of a healthy diet ➤ Identify personal hygiene ➤ Identify harmful effects from the sun 	<ul style="list-style-type: none"> ➤ Identify different relationships ➤ Discuss consent ➤ To learn about contraception choices ➤ Define unprotected sex and the consequences and choices that might result from it ➤ To learn about services that are available to young people who have had unprotected sex, including those who have become pregnant ➤ To learn more about condoms and how to use them effectively 	<ul style="list-style-type: none"> ➤ Identify when a pain is an emergency/ non-emergency and who to call ➤ What are drugs? What are legal vs. illegal drugs? ➤ What is drug abuse? ➤ What is the effect of alcohol on the body? Effects of smoking? Vaping? ➤ What is the law around alcohol? Smoking cigarettes/ vaping? 	<ul style="list-style-type: none"> ➤ Identify the positives/negatives to meeting people online or on social media ➤ What is online abuse? Bullying and how to handle it ➤ What should you do if a stranger is seeking to meet in real life ➤ Describe complicated and long-term mental health issues (depression) 	<ul style="list-style-type: none"> ➤ Importance of laws ➤ Explore how Britain is governed ➤ Rights of children in the UK 	<ul style="list-style-type: none"> ➤ Understanding Britain as a diverse society- what does it mean to be British? ➤ How best to get on with others, including family (i.e. parental control and wanting independence) ➤ Discuss how friendships may change over time (i.e. become romantic)
	Higher theme learners can:	<ul style="list-style-type: none"> ➤ Explore differences and similarities between rights and responsibilities ➤ Answer how does a healthy diet affect your mind and body ➤ Explain the dangers around an unhealthy diet. What does an unhealthy diet look like? ➤ Answer what does a good sleep pattern look like? What is caffeine and how does it affect a body ➤ Answer how can you protect yourself from sun damage? What are examples of exercise? How does it affect your body and mind? 	<ul style="list-style-type: none"> ➤ Quantify characteristics of different relationships ➤ Discuss consent and what does it look like? ➤ Compare pros/cons of contraception choices ➤ To learn about circumstances that might lead to unprotected sex and the consequences and choices that might result from it ➤ To learn about services that are available to young people who have had unprotected sex, including those who have become pregnant ➤ To learn more about condoms and how to use them effectively 	<ul style="list-style-type: none"> ➤ Know which number to call if there is an emergency/crisis ➤ Table of illegal vs. legal drugs ➤ Why is there concern about drug taking and the effects it can have ➤ What does alcohol abuse look like? Where can people go for support 	<ul style="list-style-type: none"> ➤ Describe the positives/negatives to meeting people online or on social media ➤ Create a script/pamphlet for how to handle online abuse ➤ Research a mental health ailment, including effects and support 	<ul style="list-style-type: none"> ➤ Importance of laws and how society would look without rule of law ➤ Explore how Britain is governed. Compare to another country ➤ Rights of children in the UK vs. other country 	<ul style="list-style-type: none"> ➤ Understanding Britain as a diverse society- what does it mean to be British? Explore effects discrimination within recent history ➤ How best to get on with others, including family (i.e. parental control and wanting independence) and how best to co-exist in society ➤ Discuss how friendships may change over time (i.e. become romantic) including peer pressure
	No Theme						

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Lower learners can:	<ul style="list-style-type: none"> ➤ Describe the risk and danger of using social media ➤ Identify why people might change their identify when online ➤ Describes positives of using social media ➤ Identify ways to keep safe when online ➤ Identify age of consent when using social media ➤ Identify two reasons how the things I post online can affect other people with possible consequences ➤ 	<ul style="list-style-type: none"> ➤ Define fair and unfair ➤ Describe the reasons why some people might be rude or unkind to others ➤ Define prejudice ➤ Describe why some people might be treated differently and state why ➤ Identify your UN rights as a child and UN rights of children from around the world ➤ Describe the rights and responsibilities of children from around the world 	<ul style="list-style-type: none"> ➤ Describe how you look and feel when other people upset you or you upset others ➤ Identify the positives and negatives in certain behaviours ➤ Identify at least 5 emotions which you may have experienced at any time ➤ Describe what the term selfish/unselfish means to you ➤ Identify different relationships in life and friendships positive/negative ➤ Describe the importance of healthy, positive relationships, parents, friendships etc. 	<ul style="list-style-type: none"> ➤ Identify two things you can do yourself that would help you improve at home, school and in the community. ➤ Describe three hopes and wishes for the future. ➤ Identify your goals to help you succeed in the future. ➤ Describe some of your own qualities for achieving your goals. ➤ Identify what a team player means to you and how to improve yourself when working in a team. ➤ Describe and demonstrate an action when working in a team to achieve a common goal 	<ul style="list-style-type: none"> ➤ Identify differences between sexual and other relationships ➤ Describe features of positive relationships in your life (i.e. family, friends) ➤ Identify what a close relationship is and some strong emotions which could happen ➤ Describe features of a negative relationship ➤ Identify how relationships may change over time (i.e. friend to partner) ➤ Describe certain behaviours based on the types of relationships (i.e. hugs, kisses, fist bumps) 	<ul style="list-style-type: none"> ➤ Identify why people may choose to smoke cigarettes or vape ➤ Identify the legal age of buying cigarettes in the UK and associated laws ➤ Describe effects of smoking on health, family and social life ➤ Strategies for battling peer pressure to smoke ➤ Identify the substances in a cigarette and how it can harm our health

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Higher learners can:	<ul style="list-style-type: none"> ➤ Identify some risky behaviours that could occur online, including when talking to strangers ➤ Define sexting and its risks ➤ Identify what can be shared online and what should not be ➤ Define grooming. How does it look online and in real life ➤ Describe positive factors when using social media ➤ Describe laws about harassment and stalking. Why are these laws there and how do they keep us safe? 	<ul style="list-style-type: none"> ➤ Identify why adverts encourage us to spend money, and describe ways in which adverts try to manipulate or persuade us to buy things we don't need. ➤ Identify which adverts are true and the ones that are false. ➤ Describe the purpose of advertising on and offline. ➤ Identify things that could affect us when watching adverts online inc. gambling ➤ Discuss body image and mental wellbeing linked to advertising 	<ul style="list-style-type: none"> ➤ Identify expectations and expected behaviours of a friendship ➤ Describe different techniques used to help manage when feeling stressed ➤ Identify strong emotions that you have felt when with friends ➤ Identify positive characteristics of a friendship on and offline ➤ Describe how to manage conflict and resolution in a friendship ➤ Identify reasons we may need to end a friendship and how to do this 	<ul style="list-style-type: none"> ➤ Describe realistic goals that you can set for yourself and how to achieve this ➤ Identify the skills and qualities you have in order to help team members in a group ➤ Describe ways you can appreciate other people's skills and show your appreciation ➤ Identify ways to celebrate your achievements at school, friends and home ➤ Describe how positive communication can help you achieve your goals ➤ Identify why teamwork can be important in life when trying to reach your goals 	<ul style="list-style-type: none"> ➤ Identify different types of intimate relationships, same sex relationships, boyfriend/girl friend ➤ Describe the legal age of consent in the UK and its importance ➤ Identify types of contraception and state main uses ➤ Describe positive qualities that people can bring to a relationship, i.e. kindness, sharing ➤ Identify unhealthy qualities people can bring to a relationship, i.e. controlling, dismissive ➤ Identify features of positive and unhealthy intimate relationships and where to seek support if needed 	<ul style="list-style-type: none"> ➤ Identify some legal substances, which people may sniff which release toxic chemicals ➤ Identify the effects sniffing toxic chemicals can have ➤ Describe the basic laws about buying and selling tobacco in the UK ➤ Describe three or more harmful chemicals in cigarettes and long-term effects including possible social consequences ➤ Identify laws around buying, selling and using vapes in the UK ➤ Identify the differences and similarities on your body between tobacco, vaping, and shisha