

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<i>Themes</i>		CHANGE: WHERE I'M FROM AND WHERE I AM GOING	THE ENTERTAINMENT INDUSTRY	HEALTH AND DISEASE	THE MEDIA	DEMOCRACY	CULTURE
YEAR 7 & YEAR 8 LOWER SCHOOL	Lower theme learners can:	<ul style="list-style-type: none"> ➤ Identify people who are special to you at home/school ➤ Identify how you learn at your best ➤ Describe what happens when you make the right choices. ➤ Describe how to share opinions in class 	<ul style="list-style-type: none"> ➤ Carry out self-soothing/self-regulating activities with support ➤ Describe own emotions and recognise emotions in others inc. strong emotion and how to manage ➤ Identify help needed at home/school and show that support will be accepted ➤ Identify a friendship and how it makes you and your friend feel 	<ul style="list-style-type: none"> ➤ Identify the importance of physical and mental health and the link between them ➤ Describe how to prevent germs and the importance of hygiene routines ➤ Identify when we are hurt and unwell and when to visit the doctors/dentist 	<ul style="list-style-type: none"> ➤ Identify people who we trust in and out of school inc. difference between secrets & surprises ➤ Identify the difference between public & private places and acts ➤ Explore the difference between trust & public/private in reality and online inc. gaming 	<ul style="list-style-type: none"> ➤ Describe the difference and consequences of lying and honesty ➤ Describe fair and unfair situations ➤ Describe ways you can take care of your home, school and wider community environment 	<ul style="list-style-type: none"> ➤ Identify different types of romantic relationships ➤ Explore actions and feelings in a romantic relationship ➤ Identify human life cycles and how babies are born inc. reproductive organs
	Higher theme learners can:	<ul style="list-style-type: none"> ➤ Identify your likes, strengths and weaknesses ➤ Identify and solve problems and areas for improvement in my school work. ➤ Describe how my achievements' can help me plan for my future. ➤ Identify and understand peer pressure and the effect it can have on us. 	<ul style="list-style-type: none"> ➤ List ways I am special and further my positive self image ➤ Explore self-confidence & self-esteem ➤ Identify features of positive & negative friendships, managing emotion and conflict resolution ➤ Identify strategies to cope with grief and agencies who can support 	<ul style="list-style-type: none"> ➤ Identify why it is important to take care of yourself physically and emotionally and ways to do this ➤ Explore body image and eating disorders ➤ Practice some basic and practical first aid 	<ul style="list-style-type: none"> ➤ Identify ways to stay safe online/offline. ➤ Describe how the media can affect body image ➤ Identify the difference between media portrayal of romantic relationships & reality 	<ul style="list-style-type: none"> ➤ Identify and explore discrimination and stereotyping ➤ Identify key features of government and the voting age, and compare to other countries ➤ Describe the rights of a child that the government have put in place to protect them, and compare to other countries 	<ul style="list-style-type: none"> ➤ Identify the difference between healthy and unhealthy romantic relationships ➤ Describe the choices we might make in relationships now and as we get older ➤ Identify the stages of pregnancy and birth and the impact of new babies on parents inc. reproductive organs

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 9 & YEAR 10 & YEAR 11 UPPER SCHOOL-LOOKIN PREPARING FOR ADULTHOOD	Themes	LOOKING AFTER MYSELF	LIVING INDEPENDENTLY	TRAVELLING INDEPENDENTLY & SAFELY IN THE COMMUNITY	BEING CONFIDENT AND ASSERTIVE	ENTERPRISE – WORKING IN A CAFE	LOOKING FOR WORK
	Lower theme learners can:	<ul style="list-style-type: none"> ➤ Identify people in the NHS who help you when unwell ➤ Describe what is personal hygiene ➤ Describe what products you can use to help with personal hygiene. ➤ Identify what a germ is and how to protect ourselves from germs. 	<ul style="list-style-type: none"> ➤ Identify what appropriate/inappropriate touching is. ➤ Identify a trusted adult who may need to touch you at school and why ➤ Describe a trusted member of your family who may need to touch you and why ➤ Identify who you can talk to about inappropriate or unwanted touching. 	<ul style="list-style-type: none"> ➤ Recognise my own emotions and link to events ➤ Show how to keep calm, with support ➤ Start to predict my own feelings and how to stay calm 	<ul style="list-style-type: none"> ➤ Answer: How do I get help from adults? ➤ Exploring the areas that I need help with. ➤ How do I keep my body and mind safe? 	<ul style="list-style-type: none"> ➤ Recognise emotions in others and why they may feel that way, inc. impact of own actions on others ➤ Start to predict emotions in others and how to minimise negative reactions ➤ Show how to look after other people and be kind to them 	<ul style="list-style-type: none"> ➤ Identify rules at school, home and in the community ➤ Identify how rules keep us safe and consequences of not following them ➤ Explore job roles of familiar people at school and home ➤ Explore some of the tasks that familiar people need to do as part of their jobs
	Higher theme learners can:	<ul style="list-style-type: none"> ➤ Identify the local health services in your community. ➤ Identify who can give you medicine or tablets for an illness or treatment. ➤ Identify some common illnesses that people can get. 	<ul style="list-style-type: none"> ➤ Identify inappropriate touching or unwanted touching and how it makes you feel. ➤ Describe how you would ask if you wanted to touch someone. ➤ Identify when is it acceptable to touch someone. ➤ Identify what acts you can do in private and in the community. 	<ul style="list-style-type: none"> ➤ Showing an increased ability to express myself and my feelings ➤ What to do if ourselves or our friends have a problem ➤ Use regulation techniques to manage more stressful situations and support others to use theirs 	<ul style="list-style-type: none"> ➤ Researching the importance of keeping safe online. ➤ Researching and reporting on the effects of online gaming. ➤ Researching and reporting on the UN Rights of the Child. 	<ul style="list-style-type: none"> ➤ Identify the meaning of 'respect' and demonstrate showing respect ➤ Explore 'bullying' and what this looks like ➤ Identify emotions linked to bullying and where to find help 	<ul style="list-style-type: none"> ➤ Identify cultural and religious groups I belong to ➤ Explain the rules of the cultural and religious groups I belong to and what I learn from them ➤ Explore other groups I belong to such as school and clubs, their rules and what I learn from them ➤ Recognise and celebrate the differences & similarities between my groups and the groups my peers belong to
Y E A R	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"> ➤ Recognise the rights and responsibilities we all have in school and the wider community ➤ Explore participating in group tasks and sharing responsibility ➤ Explain the features of healthy eating & healthy drinking (i.e. energy drinks) ➤ Explain the features and importance of personal hygiene and my responsibility to maintain this ➤ Identify the dangers of the sun on our skin and ways to keep safe ➤ Explore exercise and its impacts 	<ul style="list-style-type: none"> ➤ Identify what secure relationships are at different stages in life ➤ Discuss why people may choose to have a baby and why secure relationships are important for this ➤ Identify and label the male & female reproductive systems ➤ Identify and discuss the main stages of pregnancy ➤ Identify how to support women and families during pregnancy ➤ Outline the process of how babies are born ➤ Describe the impacts of young babies on parents and support available 	<ul style="list-style-type: none"> ➤ Identify routine medical appointments and which medical concerns to seek help for ➤ Identify when emergency medical attention is needed and how to get help ➤ Explore legal drugs, uses, and safe practices around consumption ➤ Identify some illegal drugs and the short-term effects on the body and mind ➤ Identify long-term risks of illegal drugs and places to seek support 	<ul style="list-style-type: none"> ➤ Identify people you can trust, and information you can trust them with ➤ Identify the difference between 'like' and 'trust' online and the risks of trusting people online ➤ Describe what a lie is, when it might be okay to lie and when it is not ➤ Identify the consequences of lying and the impact this can have on friendships/relationships ➤ Outline what grief is and how it might feel ➤ Explore ways people might manage grief 	<ul style="list-style-type: none"> ➤ Identify the difference between prank & emergency calls and the consequences of prank calls ➤ Identify some common crimes and their laws/punishments ➤ Identify some more extreme crimes and their laws/punishments ➤ Identify crimes based on prejudice and discrimination and their laws/punishments ➤ Outline the impact of crimes on victims ➤ Identify how and when to report a crime and the support available 	<ul style="list-style-type: none"> ➤ Outline the choices we have when we are in an intimate relationship Describe marriage laws, including forced marriage ➤ Identify the features of kind, respectful and trusting friendships ➤ Identify the importance of healthy friendships throughout our lives ➤ Identify reasons why friendships may end, the feelings involved and how to manage this ➤ Identify reasons why relationships may end, the feelings involved and how to manage this

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Higher learners can:	<ul style="list-style-type: none"> ➤ Recognise and exercise rights and responsibilities in school and the wider community. ➤ Identify rights & responsibilities as we grow into adulthood ➤ Explore the effects of healthy eating and drinking on both body and mind ➤ Explain the dangers of dieting, diet pills and obesity ➤ Identify the effects of energy drinks and identify healthy sleeping patterns ➤ Identify a healthy sun care routine and the effects if not carried out ➤ Explore the impact of exercise on both body and mind 	<ul style="list-style-type: none"> ➤ Discuss reasons people may or may not choose to have children ➤ Outline different ways people can have a baby and how fertility may change over time ➤ Identify the main stages of pregnancy and how to support women & families ➤ Identify how babies are born and the immediate impact of babies on new parents ➤ Identify the support available to new parents ➤ Explore how parenting changes as children get older ➤ Explore the impact on children of good parenting 	<ul style="list-style-type: none"> ➤ Identify how and when to seek medical support for mild illness or an emergency ➤ Identify safe practices around prescription drugs and the associated risks ➤ Identify a range of illegal drugs, and the short-term & long-term effects ➤ Identify the role that peer pressure plays in drug-taking and how to combat this ➤ Explore the laws, consequences and risks of taking illegal drugs ➤ Research and identify support agencies for legal & illegal drugs misuse 	<ul style="list-style-type: none"> ➤ Outline the importance of trust in relationships & how to know you can trust someone ➤ Explore information to keep private both online and offline ➤ Outline the impact of lying and the consequences this can have as we get older ➤ Describe what grief is, show understanding that everyone manages it differently and support available ➤ Identify what loneliness feels like and ways to combat it ➤ Explore how socialising can help us when we are feeling upset or lonely 	<ul style="list-style-type: none"> ➤ Identify the difference between petty crimes and serious crimes ➤ Outline crimes based on prejudice inc. hate crimes, laws, punishment and victim impact ➤ Outline crimes based on joy-riding, laws, punishment and victim impact ➤ Outline crimes based on different forms of abuse, laws, punishment and victim impact ➤ Outline crimes based on grooming & exploitation - including online, laws, punishment and victim impact ➤ Outline crimes based on trafficking, laws, punishment and victim impact 	<ul style="list-style-type: none"> ➤ Outline the importance of healthy friendships over time on our wellbeing and how to give and receive advice ➤ Identify why people might want to marry or enter into civil-partnership ➤ Explain what forced marriage is, identify laws and support organisations ➤ Identify controlling & coercive behaviours in relationships, associated laws and impact ➤ Identify abusive behaviours in relationships inc. rape, associated laws and impact ➤ Research how to seek support if we are worried about our relationships