

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 9 & YEAR 10 & YEAR 11 UPPER SCHOOL-LOOKIN PREPARING FOR ADULTHOOD	<b>Themes</b>	<b>MAKING AND KEEPING FRIENDS</b>	<b>LOOKING AFTER AND IMPROVING MY HOME (INC. PETS AND PLANTS)</b>	<b>HOBBIES AND COMMUNITY</b>	<b>MAKING DECISIONS</b>	<b>MAKING AND SELLING A PRODUCT</b>	<b>STAYING &amp; PROGRESSING IN EDUCATION/ TRAINING/ WORK/ VOLUNTEERING</b>
	<b>Lower theme learners can:</b>	<ul style="list-style-type: none"> <li>➤ Establish rules for play and work with other students</li> <li>➤ Take turns, share, and follow friendship rules with friends</li> <li>➤ Identify how friends feel and how I feel about friends</li> <li>➤ Begin to recognise my actions can make others happy or sad Week 7-8 Higher:</li> </ul>	<ul style="list-style-type: none"> <li>➤ Find similarities and differences between friends</li> <li>➤ Describe how to look after someone if they are unwell</li> <li>➤ Show how to look after a plant and a pet</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore the difference between friendship and relationships</li> <li>➤ Explore different activities you might do with your friends and might do in a relationship inc. intimacy e.g. kissing, holding hands</li> <li>➤ Identify different kinds of romantic relationships</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore looking after my belongings in home, school, community</li> <li>➤ Explore the positives and negatives of surprises</li> <li>➤ Explore the positives and negatives of secrets, and telling trusted adults about secrets to keep safe</li> </ul>	<ul style="list-style-type: none"> <li>➤ Label male and female body parts inc. genitalia</li> <li>➤ Identify public and private body parts</li> <li>➤ Identify the needs of a teenager</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise healthy and unhealthy foods</li> <li>➤ Recognise healthy and unhealthy drinks</li> <li>➤ Identify dangerous substances in the home that should not be swallowed</li> <li>➤ Identify how exercise helps our bodies</li> </ul>
	<b>Higher theme learners can:</b>	<ul style="list-style-type: none"> <li>➤ Identify positive friendships &amp; what makes a positive friend</li> <li>➤ Establish the rules of friendship and work with others in class</li> <li>➤ Identify how I and others feel in a positive friendship</li> <li>➤ Identify how my actions impact others, and how other's actions impact me</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise similarities and differences between others linked to culture, religion, ethnicity</li> <li>➤ Discuss fair and unfair with links to culture, religion, ethnicity</li> <li>➤ Describe how to look after people, pets and plants use routines</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore the difference between friendships and relationships, including acts of intimacy</li> <li>➤ Identify different kinds of romantic relationships.</li> <li>➤ Recognise choices in relationships e.g. staying together, marriage, babies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the difference between secrets &amp; surprises, and telling trusted adults about secrets to keep safe</li> <li>➤ Identify simple emotions linked to grief</li> <li>➤ Explore the impacts of lying</li> </ul>	<ul style="list-style-type: none"> <li>➤ Label male and female body parts inc. genitalia and separate into public/private</li> <li>➤ Identify the needs of a teenager and explore puberty</li> <li>➤ Label male and female reproductive organs</li> <li>➤ Describe birth (in simple terms)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise a healthy lifestyle that includes exercise and diet, and the effects on your body</li> <li>➤ Identify dangerous substances that should not be swallowed</li> <li>➤ Describe the effects of alcohol and smoking on the body</li> <li>➤ Describe how to protect self from the sun</li> </ul>
YEAR 9	<b>No theme</b>						

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<b>Lower theme learners can:</b>	<ul style="list-style-type: none"> <li>➤ Identify rights and responsibilities</li> <li>➤ Identify a healthy diet</li> <li>➤ Explain the features of a healthy diet</li> <li>➤ Identify personal hygiene</li> <li>➤ Identify harmful effects from the sun</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify different relationships</li> <li>➤ Discuss consent</li> <li>➤ To learn about contraception choices</li> <li>➤ Define unprotected sex and the consequences and choices that might result from it</li> <li>➤ To learn about services that are available to young people who have had unprotected sex, including those who have become pregnant</li> <li>➤ To learn more about condoms and how to use them effectively</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify when a pain is an emergency/ non-emergency and who to call</li> <li>➤ What are drugs? What are legal vs. illegal drugs?</li> <li>➤ What is drug abuse?</li> <li>➤ What is the effect of alcohol on the body? Effects of smoking? Vaping?</li> <li>➤ What is the law around alcohol? Smoking cigarettes/ vaping?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the positives/negatives to meeting people online or on social media</li> <li>➤ What is online abuse? Bullying and how to handle it</li> <li>➤ What should you do if a stranger is seeking to meet in real life</li> <li>➤ Describe complicated and long-term mental health issues (depression)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Importance of laws</li> <li>➤ Explore how Britain is governed</li> <li>➤ Rights of children in the UK</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understanding Britain as a diverse society- what does it mean to be British?</li> <li>➤ How best to get on with others, including family (i.e. parental control and wanting independence)</li> <li>➤ Discuss how friendships may change over time (i.e. become romantic)</li> </ul>
	<b>Higher theme learners can:</b>	<ul style="list-style-type: none"> <li>➤ Explore differences and similarities between rights and responsibilities</li> <li>➤ Answer how does a healthy diet affect your mind and body</li> <li>➤ Explain the dangers around an unhealthy diet. What does an unhealthy diet look like?</li> <li>➤ Answer what does a good sleep pattern look like? What is caffeine and how does it affect a body</li> <li>➤ Answer how can you protect yourself from sun damage? What are examples of exercise? How does it affect your body and mind?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Quantify characteristics of different relationships</li> <li>➤ Discuss consent and what does it look like?</li> <li>➤ Compare pros/cons of contraception choices</li> <li>➤ To learn about circumstances that might lead to unprotected sex and the consequences and choices that might result from it</li> <li>➤ To learn about services that are available to young people who have had unprotected sex, including those who have become pregnant</li> <li>➤ To learn more about condoms and how to use them effectively</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know which number to call if there is an emergency/crisis</li> <li>➤ Table of illegal vs. legal drugs</li> <li>➤ Why is there concern about drug taking and the effects it can have</li> <li>➤ What does alcohol abuse look like? Where can people go for support</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe the positives/negatives to meeting people online or on social media</li> <li>➤ Create a script/pamphlet for how to handle online abuse</li> <li>➤ Research a mental health ailment, including effects and support</li> </ul>	<ul style="list-style-type: none"> <li>➤ Importance of laws and how society would look without rule of law</li> <li>➤ Explore how Britain is governed. Compare to another country</li> <li>➤ Rights of children in the UK vs. other country</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understanding Britain as a diverse society- what does it mean to be British? Explore effects discrimination within recent history</li> <li>➤ How best to get on with others, including family (i.e. parental control and wanting independence) and how best to co-exist in society</li> <li>➤ Discuss how friendships may change over time (i.e. become romantic) including peer pressure</li> </ul>
YE AR 9 &	<b>No Theme</b>						

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<b>Lower learners can:</b>	<ul style="list-style-type: none"> <li>➤ Draw links between physical and mental health and the ways they can positively or negatively affect a person</li> <li>➤ Describe how to live a healthy, balanced lifestyle and what that means for me as an individual</li> <li>➤ Describe how to keep myself safe from accidents and disease</li> <li>➤ Recognise how and when media images may have been altered, and how altered images can influence our mental and physical wellbeing. Identify where to seek support.</li> <li>➤ Outline eating disorders and who to talk to if worried about self or others</li> <li>➤ Identify reasonable gaming hours, age limits and how they can affect our mood</li> <li>➤ Explore the potential dangers of online gaming and peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the key biological, physical and emotional changes that occur during puberty. Identify from whom to seek support.</li> <li>➤ Outline appropriate personal space in formal and informal situations and why it is important</li> <li>➤ Discuss inappropriate touch, how it makes people feel and how to report if this happens</li> <li>➤ Roleplay seeking consent for touch in formal, informal, and intimate scenarios</li> <li>➤ Outline the importance of strong support systems such as family and friends</li> <li>➤ Discuss how friendships and relationships can change as we get older</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe short-term and long-term effects of alcohol misuse</li> <li>➤ Identify why people might abuse alcohol, including peer pressure and the effects this can have</li> <li>➤ Outline how to seek support for a range of addictions</li> <li>➤ Identify local health services and what they offer</li> <li>➤ Identify the impact on our health of accessing health services regularly and how to do this</li> <li>➤ Practice basic first aid and CPR</li> </ul>	<ul style="list-style-type: none"> <li>➤ Outline and practice how to feel self-love and have high self-esteem</li> <li>➤ Identify positive coping strategies for stress and anxiety</li> <li>➤ Identify how positive coping strategies support our choices and behaviour</li> <li>➤ Identify how negative coping strategies can negatively impact our choices and behaviour when stressed</li> <li>➤ Identify the difference between worried and scared and how to respond</li> <li>➤ Outline some causes and features of common mental health conditions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Outline the different types of bullying and the effects this can have on both victims and perpetrators</li> <li>➤ Research sources to seek support for bullying and roleplay reporting bullying</li> <li>➤ Discuss and identify peer pressure and the effects this can have</li> <li>➤ Discuss the role of peer pressure in gangs and the consequences inc. joint enterprise</li> <li>➤ Identify safe and risky situations online</li> <li>➤ Outline online usage rules and ways to keep safe</li> </ul>	<ul style="list-style-type: none"> <li>➤ Simply outline the role of government and the legal voting age</li> <li>➤ Outline the role of laws in society and what would happen if they were not there</li> <li>➤ Describe how to look after elderly people and the importance of routine when looking after others</li> <li>➤ Outline how to look after our environment e.g. home, school, local area</li> <li>➤ Describe how society can make changes to look after the planet</li> <li>➤ Outline what to do if your money/cards are lost or stolen</li> </ul>

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	<b>Higher learners can:</b>	<ul style="list-style-type: none"> <li>➤ Describe holistic ways to take care of our physical and mental health, and the links between these</li> <li>➤ Discuss how to reduce the risk of accidents and the spreading of various diseases</li> <li>➤ Describe vaccination, immunisation, screenings, and organ donation</li> <li>➤ Describe media portrayals of body image and personalities and how images/scenarios are altered</li> <li>➤ Discuss why the media portrays things different to 'real life' and the effects this can have on viewers</li> <li>➤ Research and identify signs, symptoms, causes and effects of eating disorders and where to seek help</li> <li>➤ Identify the impact of online gaming on our physical and mental health</li> <li>➤ Identify the possible social and safety effects of online gaming and where to seek support</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the key biological, physical, and emotional changes that occur during puberty inc, who to seek help from</li> <li>➤ Describe likely changes to our bodies and emotions as we approach adulthood and when we are adults</li> <li>➤ Outline appropriate touch in formal, informal, and intimate relationships and the importance of seeking consent of each</li> <li>➤ Outline inappropriate touch including abuse and rape, and how to report/seek support</li> <li>➤ Discuss the emotional impact of both wanted and unwanted touch inc. giving, receiving, seeking, and withdrawing consent</li> <li>➤ Explore deeper friendships over time including support systems, values, and advice</li> <li>➤ Identify strategies for secure friendships and relationships and how these may change as we get older</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify short-term and long-term effects recreational drinking and alcohol misuse</li> <li>➤ Outline units of alcohol, low-risk drinking and how to seek support for misuse</li> <li>➤ Identify the role of peer pressure, abuse, grooming and manipulation in a range of addictions and where to seek support</li> <li>➤ Identify local health services and the different support they offer for our health</li> <li>➤ Practice basic first aid and CPR and identify when to use</li> <li>➤ Outline what Female Genital Mutilation is and how to seek support if worried</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore self-confidence &amp; self-esteem</li> <li>➤ Discuss actions we can take to make ourselves and others feel happy</li> <li>➤ Devise individual ways to minimise stress and anxiety through positive coping strategies</li> <li>➤ Outline the impact of negative coping strategies inc. self-harm &amp; eating disorders</li> <li>➤ Recognise causes, symptoms, and support of common mental health conditions</li> <li>➤ Discuss the statistics, stigmas, discrimination laws and social progress of mental health condition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore the role of stereotyping, discrimination, prejudice, and peer pressure in bullying</li> <li>➤ Identify how we feel when we feel 'pressured' and how to combat</li> <li>➤ Discuss why people may join gangs inc. abuse, coercion, peer pressure, manipulation, exploitation</li> <li>➤ Outline the dangers of gangs, personal impact, social impact, and associated laws inc. joint-enterprise</li> <li>➤ Research and outline online abuses inc. discrimination, grooming, hate crime, abuse, stalking, harassment, trolling, radicalisation</li> <li>➤ Identify how to recognise, combat and report online risks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Outline choices for those who may experience an unwanted pregnancy, and for those who wish to adopt/foster</li> <li>➤ Research where to receive unbiased support both in person and online for unwanted pregnancies, adoption and fostering</li> <li>➤ Discuss possible reasons for assisted conception, donor conception and surrogacy</li> <li>➤ Outline how to support elderly people</li> <li>➤ Identify the function of the government and laws in society</li> <li>➤ Outline what to do if your money/cards are lost or stole</li> </ul>