

**Curriculum Overview 2021/22**
**Subject: Personal Development**
**Contributors: Hannah Speakman**

Year	Autumn Term		Spring Term		Summer Term	
Core themes	<u>Half Term 1 21 sessions</u> <u>HEALTH AND WELLBEING</u>	<u>Half Term 2 24 sessions</u> <u>LIVING IN THE WIDER WORLD</u>	<u>Half Term 3 18 sessions</u> <u>RELATIONSHIP S</u>	<u>Half Term 4 18 sessions</u> <u>HEALTH AND WELLBEING</u>	<u>Half Term 5 15 sessions</u> <u>RELATIONSHIP S</u>	<u>Half Term 6 21 sessions</u> <u>LIVING IN THE WIDER WORLD</u>
7/8 Nurture	Transition to Secondary school  Personal safety in and out of school including basic first aid, diet, exercise and how to make healthy choices	Enterprise skills and introduction to careers  Challenging career stereotypes and raising aspirations	Diversity, prejudice and bullying including cyber bullying  Managing on and off-line friendships	The risks of alcohol, tobacco and other substances  Managing puberty, issues of unwanted contact and FGM	Self-esteem, romance and friendships including online friendships.  Exploring family life including marriage	Making ethical financial decisions  Saving, spending and budgeting our money
RE	Diwali (Hinduism)	Christmas (Christianity), Day of the Dead	Chinese New Year, Bodhi Day (Buddhism)	Easter (Christianity)	Passover (Judaism)	Eid-al-Fitr (Islam)
8 Atlantic	First Aid and personal safety, focusing on road safety  Alcohol and drug misuse	Rights and responsibilities in the community  Tackling age and disability discrimination	Tackling discrimination in all its forms and promoting human rights	Mental health and emotional wellbeing including body image  Managing change and loss	Introduction to sexuality and consent, gender identity and sexting.  Introduction to contraception	Digital literacy- online safety, digital literacy, media reliability and gambling hooks.

	and managing peer influence		Online safety and digital literacy		including condoms and the pill	
9-Arctic	Peer pressure, assertiveness, healthy friendships and risk, gang crime  Dieting, lifestyle balance and unhealthy coping strategies	Understanding careers and future aspirations  Identifying learning strengths and setting goals as part of the GCSE options process	Managing conflict at home and the dangers of running away from home.  Looking at types of parenting.	Diet, exercise, lifestyle choices and first aid.	Relationships and sex education including healthy relationships, CSE and consent  The risks of STI's, sexting and pornography	Employability and online presence. Planning and carrying out an enterprise project  Reflecting on learning skills development in key stage 3
10-	Transition to key stage 4 and developing study habits  Mental health and ill health, tackling stigma	Understanding the causes and effects of debt and gambling  Charities	Tackling relationship myths and expectations, the influence of the media and porn.  Managing romantic relationship challenges including break ups	Exploring the influence of drugs, gangs role models and the media  Evaluating the social and emotional risks of drug use	British Values, human rights and community cohesion  Extremism and radicalisation-communities, belonging and challenging extremism.	Preparation for work experience  Evaluation of work experience and readiness for work
Citizenship Via ASDAN	ASDAN Citizenship-Rights and responsibilities	ASDAN Citizenship-Community and Volunteering	ASDAN Citizenship-Government and Democracy	ASDAN Citizenship-Law and order	ASDAN Citizenship-Finance	ASDAN Citizenship-Global citizenship
11-	Promoting self-esteem	Understanding the college	Personal values and assertive	Health and safety in	British Values, human rights	Exams

	and coping with stress  Learning and revision skills to maximise potential	application process and plans beyond school  Skills for employment and career progression	communication in relationships  Tackling abuse in relationships	independent contexts  Taking responsibility for health choice	and community cohesion  Different families and responsibilities- pregnancy, marriage and forced marriage.	
<b>SMSC Calendar events</b>	<ul style="list-style-type: none"> <li>• Parent and carer coffee morning</li> <li>• School council election</li> <li>• EID</li> <li>• Macmillan charity event</li> <li>• Black History Month</li> <li>• National Poetry Day</li> <li>• World Teachers Day</li> <li>• Young Minds Day</li> <li>• Harvest</li> </ul>	<ul style="list-style-type: none"> <li>• Guy Fawkes Night</li> <li>• Armistice Day</li> <li>• Anti-bullying week</li> <li>• National No-smoking day</li> <li>• Road safety week</li> <li>• World Aids Day</li> <li>• Jumper Charity Day</li> <li>• International Human Rights Day</li> <li>• Christmas Fair</li> </ul>	<ul style="list-style-type: none"> <li>• World Peace Day</li> <li>• Tower Wood Residential</li> <li>• Parent and carer event</li> <li>• LGBT History month</li> <li>• Young Carers Day</li> <li>• Safer Internet Day</li> <li>• Chinese New Year</li> <li>• Eating Disorder Awareness Week</li> <li>• Valentine's Day</li> </ul>	<ul style="list-style-type: none"> <li>• Red Nose Day</li> <li>• Shrove Tuesday, Ash Wednesday and Lent</li> <li>• World Book Day</li> <li>• Knife Crime Awareness Week</li> <li>• Mothers' Day</li> <li>• Commonwealth Day</li> </ul>	<ul style="list-style-type: none"> <li>• Parent and carer event</li> <li>• Easter</li> <li>• St George's Day</li> <li>• Bikeability and bike safe week</li> <li>• Cultural Diversity Day</li> <li>• Fruity Friday</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Eating Week</li> <li>• Fathers' Day</li> <li>• End Holiday Hunger</li> <li>• Sports Day</li> </ul>

		<ul style="list-style-type: none"> <li>Christmas Dinner</li> </ul>				
<b>Key:</b>	<b>PSHE</b>	<b>CEIAG</b>	<b>CITIZENSHIP</b>	<b>RE</b>	<b>PERSONAL FINANCE</b>	<b>SMSC</b>
<b>School lunch link:</b>	<p>Eid-Indian food</p> <p>Black History month-Soul Food</p>	<p>Christmas-Traditional Christmas Dinner</p>	<p>Chinese New Year-Chinese themed food</p>	<p>Shrove Tuesday-Pancakes</p>	<p>Fruity Fridays-Pupils will be given opportunity to taste a variety of exotic fruits.</p>	<p>Healthy Eating week-Lots of healthy options for pupils to try.</p>

## Medium term Plans

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Year	Autumn Term		Spring Term		Summer Term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
<b>Content Overview</b>	<ul style="list-style-type: none"> <li>Transition to Secondary school</li> <li>Begin, grow and maintain friendships</li> </ul>	<ul style="list-style-type: none"> <li>Understand the skills and qualities associated with enterprise and employability.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the concept of diversity through exploring rights and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills to assess risks to health from substance abuse.</li> <li>Understand the laws</li> </ul>	<ul style="list-style-type: none"> <li>Explore the positive qualities that people might bring to relationships and to promote self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the impact of financial decisions on ourselves and others.</li> <li>Understand the concepts of spending</li> </ul>

	<p>in a new situation.</p> <ul style="list-style-type: none"> <li>To develop each students' identity as a student and to improve study skills and develop students' personal responsibility for their own academic progress.</li> <li>Increase understanding of how lifestyle choices can affect health.</li> <li>Develop resilience and learn strategies to manage negative influences on lifestyle choices</li> <li>Personal safety strategies and travel safety</li> </ul>	<ul style="list-style-type: none"> <li>Explore different types of employment and roles at work</li> <li>Challenge stereotypes and expectations which may limit aspirations.</li> <li>Clarify students' early aspirations for future career choice and relate this to their own skills and strengths.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the nature of prejudice and ways to challenge and manage them</li> <li>Explore the nature of bullying and to develop strategies for responding to situations where bullying is, or is perceived to be taking place.</li> <li>Recognise and manage social risks of using the internet.</li> <li>Understand that there are different types of positive relationships and that they share common features.</li> <li>Understand conflict resolution strategies within the</li> </ul>	<p>relating to alcohol and tobacco use.</p> <ul style="list-style-type: none"> <li>Develop strategies for managing peer influence.</li> <li>Understand the physical and emotional changes young people experience and the importance of personal hygiene.</li> <li>Understand that young people have the right to protect their body from inappropriate and unwanted contact and to understand that actions such as FGM are illegal and how to get support.</li> <li>Encourage young people to</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of friendship as a basis for romantic relationships.</li> <li>Look at risks of online relationships</li> <li>Explore the role of parents and the importance of stable long-term relationships for family life.</li> </ul>	<p>and saving, including managing a simple budget.</p>
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	<ul style="list-style-type: none"> <li>How to respond in an emergency situation</li> <li>Basic first aid</li> </ul>		<p>context of personal relationships</p> <ul style="list-style-type: none"> <li>Be aware that media portrayal of relationships may not reflect real life.</li> </ul>	<p>take increased responsibility for their own physical health.</p>		
	<p>Diwali (Hinduism)</p>	<p>Christmas (Christianity), Day of the Dead</p>	<p>Chinese New Year, Bodhi Day (Buddhism)</p>	<p>Easter (Christianity)</p>	<p>Passover (Judaism)</p>	<p>Eid-al-Fitr (Islam)</p>
<p><b>Skills AO'S</b></p>	<p>Students will be able to;</p> <ul style="list-style-type: none"> <li>Demonstrate the ability to work effectively and safely</li> </ul>	<p>Students will be able to;</p> <ul style="list-style-type: none"> <li>explain what it is to be 'enterprising'</li> <li>give examples of</li> </ul>	<p>Students will be able to;</p> <ul style="list-style-type: none"> <li>identify some of the things that make them who they are,</li> </ul>	<p>Students will be able to;</p> <ul style="list-style-type: none"> <li>identify what they need to know when assessing if a risk to health is</li> </ul>	<p>Students will be able to;</p> <ul style="list-style-type: none"> <li>explain what is meant by 'values' and clarify their personal</li> </ul>	<p>Students will be able to;</p> <ul style="list-style-type: none"> <li>explain the roles and responsibilities of parents, carers and</li> </ul>

	<p>in a class group</p> <ul style="list-style-type: none"> <li>• Discuss issues and feelings around fitting in and being left out of groups</li> <li>• Demonstrate the qualities required to build positive relationships</li> <li>• Identify ways to make new friends in a new situation</li> <li>• Identify ways in which peer influence and/or the desire to be liked and fit in with peers might lead people to do something that conflicts with their values</li> <li>• Demonstrate strategies for managing peer</li> </ul>	<p>well-known individuals who could be said to be enterprising in their approach to new situations;</p> <ul style="list-style-type: none"> <li>• list examples of employability skills;</li> <li>• identify their own enterprise and employability skills and areas to focus on for development;</li> <li>• demonstrate enterprise and teamwork skills by working on a group project;</li> <li>• practise leadership skills during group work activities.</li> <li>• recognise several different employment sectors;</li> <li>• identify which employment</li> </ul>	<p>including family history, religion, race, nationality;</p> <ul style="list-style-type: none"> <li>• identify and discuss the different communities they belong to;</li> <li>• explain what is meant by the terms 'rights' and 'responsibilities' and the difference between them;</li> <li>• understand that everyone shares the same basic human rights;</li> <li>• recognise that everyone shares responsibility for ensuring other people's rights;</li> <li>• understand that people are all unique whilst having many things in common;</li> </ul>	<p>worth taking;</p> <ul style="list-style-type: none"> <li>• recap on the difference between the medicinal use of prescription and over-the-counter drugs and recreational use of drugs;</li> <li>• explain the physical, behavioural and learning effects of the substances in energy drinks;</li> <li>• justify their opinion on what counts as over-consumption of energy drinks;</li> <li>• explain what they already know about nicotine and alcohol;</li> <li>• explain what e-cigarettes are and evaluate their risks;</li> <li>• understand why some people</li> </ul>	<p>core values within relationship</p> <ul style="list-style-type: none"> <li>• recognise the extent to which all members of the group share many of the same core values;</li> <li>• identify and acknowledge their own positive qualities;</li> <li>• recognise how these personal attributes could be ingredients of positive relationships</li> <li>• understand that self-esteem is important in how they relate to others;</li> <li>• identify positive qualities in friendships and, in particular, what they value in friends;</li> <li>• recognise how their friends make them</li> </ul>	<p>children in families;</p> <ul style="list-style-type: none"> <li>• describe the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children;</li> <li>• recognise the factors that lead to stability in long-term relationships (e.g. shared expectations, give and take, negotiation, empathy etc.);</li> <li>• recognise the possible tensions and challenges that can arise when family relationships change;</li> <li>• identify sources of support for young people if family relationships change.</li> <li>• explain the factors which help people</li> </ul>
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	<p>influence and the desire for peer approval</p> <ul style="list-style-type: none"> <li>• Explain how, where and when they work best</li> <li>• Identify their skills and strengths and preferred learning styles</li> <li>• Demonstrate basic personal organisation and time management skills</li> <li>• Identify qualities of effective assessment feedback</li> <li>• Explain 'growth mindset'</li> <li>• Describe what constitutes a balanced diet</li> <li>• Describe and assess the benefits of a balanced diet, appropriate</li> </ul>	<p>sector different jobs belong to;</p> <ul style="list-style-type: none"> <li>• list some of the skills, abilities and qualities that would make someone suited to work in different employment sectors;</li> <li>• describe current employment trends.</li> <li>• explain that we all have the same rights to opportunities in learning and work;</li> <li>• describe the meaning of the terms 'stereotype' and 'discrimination';</li> <li>• challenge stereotypes and/or family/cultural expectations which may limit aspirations.</li> <li>• explain that a person's</li> </ul>	<ul style="list-style-type: none"> <li>• explain how diversity enriches and benefits society;</li> <li>• explain ways to protect people's rights, including their own.</li> <li>• explain what is meant by 'prejudice' and how it originates;</li> <li>• explain the distinctions between stereotypes, prejudice and discrimination and how the concepts are linked;</li> <li>• demonstrate or explain ways to challenge stereotypes by going beyond tolerance to show respect towards others and encouraging tolerance and respect in others;</li> </ul>	<p>choose to smoke, use alcohol or other substances and recognise that most young people of their age don't;</p> <ul style="list-style-type: none"> <li>• explain the difference between recreational and dependence drug use;</li> <li>• identify the short and long term effects on people who drink or smoke heavily and on those around them;</li> <li>• assess the personal risks of choosing to use alcohol or tobacco;</li> <li>• identify and explain how to access sources of help and support when making decisions about</li> </ul>	<p>feel about themselves;</p> <ul style="list-style-type: none"> <li>• understand the positive role friends can play in someone's life describe the difference between closeness in friendships and sexual attraction, including recognition of diversity in sexual attraction;</li> <li>• explain the features of positive and stable relationships and those of unhealthy relationships</li> <li>• describe different levels of intimacy and their consequences;</li> <li>• describe how the media portrays romantic relationships</li> </ul>	<p>identify whether an item or service is a 'want' or a 'need' and justify their decisions regarding different items;</p> <ul style="list-style-type: none"> <li>• explain the importance of assessing something's worth before spending money on an item or service, even if a person can afford it;</li> <li>• explain some of the terms associated with ethical consumerism, e.g. sustainable, ethical consumer;</li> <li>• explain how the choices young people make as consumers affect others' economies and environments;</li> <li>• demonstrate the ability to make choices informed by ethical</li> </ul>
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	<p>exercise and healthy sleep patterns and explain the potential risks of poor lifestyle choices</p> <ul style="list-style-type: none"> <li>• Describe the impact of screen and phone use late at night</li> <li>• Describe the link between mental wellbeing and physical health</li> <li>• Name reliable sources of help and support, including local services</li> <li>• Explain that some lifestyle choices carry risk</li> <li>• Identify the potential influences on their lifestyle choices</li> </ul>	<p>career is their pathway through learning, work and life;</p> <ul style="list-style-type: none"> <li>• describe different types of work, including employment, self-employment and voluntary work;</li> <li>• identify things they have enjoyed learning in the past and explain why;</li> <li>• understand the importance of having goals and aspirations and identify their own aspirations;</li> <li>• explain how particular subjects and activities can help to achieve them;</li> <li>• identify the different factors that motivate</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate or explain what someone should do if they are experiencing discrimination now or in the future;</li> <li>• explain what their responsibilities are if they witness (or believe someone is experiencing) discrimination, including what to say and who to tell.</li> <li>• agree a definition of bullying;</li> <li>• analyse the differences and similarities between different behaviours such as arguing, teasing, bullying and abuse;</li> <li>• differentiate between different forms of</li> </ul>	<p>alcohol and smoking, including how to quit.</p> <ul style="list-style-type: none"> <li>• understand the legal position on alcohol and tobacco supply and use, especially as it relates to young people;</li> <li>• explain the additional risks related to underage drinking;</li> <li>• explain why schools have rules on alcohol and tobacco and what these are;</li> <li>• assess the risks to them of possessing or supplying alcohol or tobacco;</li> <li>• describe how alcohol might affect judgement, relationships and decision making, in particular when binge drinking;</li> </ul>	<ul style="list-style-type: none"> <li>• describe the possible impact of the media portrayal of relationships on people's expectations of their own relationships</li> <li>• explain the roles and responsibilities of parents, carers and children in families;</li> <li>• describe the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children;</li> <li>• recognise the factors that lead to stability in long-term relationships (e.g. shared expectations, give and</li> </ul>	<p>considerations when buying products;</p> <ul style="list-style-type: none"> <li>• recognise that short term decisions can have long term financial consequences</li> <li>• explain the relative benefits of saving and spending in everyday situations;</li> <li>• explain the importance of careful budgeting for setting and achieving financial goals;</li> <li>• identify ways someone of their age might increase their income and decrease their spending in order to balance their budget or save money;</li> <li>• set up a personal budget.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Assess the importance of identifying reliable sources of advice and information about health issues</li> <li>• Explain how comments, images and role models in the media might influence people's health related behaviours</li> <li>• Suggest ways to reduce and manage unhelpful influences on lifestyle choices</li> <li>• Express increased confidence in their ability to be resilient in difficult situations</li> <li>• Demonstrate or explain exit strategies for</li> </ul>	<p>people to work;</p> <ul style="list-style-type: none"> <li>• explain why it is important to start thinking about the future today;</li> <li>• explain which skills, abilities and qualities for employability they already have and which they would like to develop;</li> <li>• challenge stereotypes which might limit aspirations and career ambitions through discussion and conduct.</li> </ul>	<p>bullying such as emotional, physical, exclusion, cyberbullying;</p> <ul style="list-style-type: none"> <li>• identify some of the things that might lead people to bully others;</li> <li>• explain what someone should do if they are experiencing bullying now or in the future;</li> <li>• explain what their responsibilities are if they witness (or believe someone is experiencing) bullying, including what to say and who to tell;</li> <li>• demonstrate strategies to use if a person witnesses bullying or believes someone is experiencing bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• discuss their impressions of binge drinking behaviour.</li> <li>• reaffirm that most young people of their age don't choose to smoke, use alcohol or other substances;</li> <li>• suggest what might tempt people to try alcohol or tobacco;</li> <li>• explain how and why others might encourage them to try alcohol and tobacco;</li> <li>• describe the media influence on young people's attitudes to alcohol and tobacco;</li> <li>• describe and demonstrate strategies for making their own lifestyle choices</li> </ul>	<p>take, negotiation, empathy etc.);</p> <ul style="list-style-type: none"> <li>• recognise the possible tensions and challenges that can arise when family relationships change;</li> <li>• identify sources of support for young people if family relationships change.</li> </ul>	
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	<p>situations where people are being asked to do something unsafe.</p>		<ul style="list-style-type: none"> <li>• identify the benefits and risks associated with using social media networks as a means of making and building friendships;</li> <li>• demonstrate or describe strategies for managing this risk, keeping safe and minimising harm online;</li> <li>• describe appropriate and inappropriate ways to treat friends online;</li> <li>• explain examples of cyber bullying, how to recognise it and how to respond if witnessing or experiencing cyber bullying;</li> <li>• understand what trolling is, why people do it</li> </ul>	<p>without losing credibility or friends;</p> <ul style="list-style-type: none"> <li>• reinforce the potential risks of saying yes to alcohol or tobacco;</li> <li>• recognise what people who care about them would feel, say and do if they used such substances, and why;</li> <li>• identify and explain how to access sources of help and support when making decisions about alcohol and smoking.</li> <li>• explain the physical and emotional changes during puberty and of growing up;</li> <li>• explain what happens during periods (menstruation)</li> </ul>		
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			<p>and how to respond;</p> <ul style="list-style-type: none"> <li>• understand the consequences of leaving negative comments on public sites;</li> <li>• describe ways to report online abuse and to safely challenge and/or report intolerance online.</li> <li>• describe different types of relationships</li> <li>• analyse the qualities of a healthy relationship;</li> <li>• describe how family set-ups can differ;</li> <li>• understand the roles and responsibilities of different family members and how these have</li> </ul>	<p>n) and how to manage the related physical and emotional symptoms;</p> <ul style="list-style-type: none"> <li>• explain why involuntary erections and wet dreams happen during puberty and how to manage them;</li> <li>• describe how to manage physical and emotional changes during and after puberty;</li> <li>• recognise how a person might feel about these changes and describe strategies for managing those feelings;</li> <li>• identify ways of telling the difference between myths, opinions and facts</li> </ul>		
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			<p>changed over time;</p> <ul style="list-style-type: none"> <li>• reflect privately on the positive qualities they bring to relationships. identify how family members can affect what we do or think;</li> <li>• demonstrate the development of the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness;</li> <li>• describe and illustrate ways to effectively and safely resolve conflicts within relationships</li> <li>• evaluate when a</li> </ul>	<p>about growing and changing;</p> <ul style="list-style-type: none"> <li>• explain why personal hygiene is not only important to limit the spread of infection but is also important for self-esteem and affects how people feel about themselves; <ul style="list-style-type: none"> <li>• understand how puberty affects personal hygiene needs;</li> <li>• explain that the way the media portray people does not always reflect reality and how this can put pressure on us in relation to our bodies;</li> </ul> </li> <li>• identify ways that social media impacts on body image and self-esteem.</li> </ul>		
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			<p>situation can be resolved safely and effectively by a young person themselves and when additional support may be required;</p> <ul style="list-style-type: none"> <li>• recognise when family members are not fulfilling their responsibilities and how young people can seek help in these circumstances;</li> <li>• identify sources of support if they feel they are in an unhealthy relationship and how to access them.</li> <li>• describe the way the media portray relationships and recognise the possible</li> </ul>	<ul style="list-style-type: none"> <li>• correctly name the body parts which are affected by changes during puberty;</li> <li>• explain why someone's genitalia must not be touched without their consent and how someone cannot, by definition, consent to abuse e.g. unwanted touching, or FGM;</li> <li>• explain that sometimes people may try to 'wear them down' by constantly trying to persuade or convince them to agree to unwanted touching until they feel that they have to give in, and that this is not 'consent';</li> </ul>		
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			<p>impact of this on people's opinions and behaviour;</p> <ul style="list-style-type: none"> <li>• explain key differences between real-life relationships and those shown in the media;</li> <li>• apply the concept of stereotyping to the media portrayal of relationships</li> <li>• describe the impact that social media can have on relationships</li> <li>• suggest ways to support the health and safety of personal relationships through responsible use of social media.</li> </ul>	<ul style="list-style-type: none"> <li>• know what FGM means and know what words may be used in different communities to describe this (e.g. 'cutting');</li> <li>• know and rebut the myths that are told about FGM;</li> <li>• understand why some people mistakenly believe FGM is required/desirable for their daughters;</li> <li>• identify the risks of FGM for present and future health;</li> <li>• explain how human rights and UK laws take priority over cultural expectations ;</li> <li>• identify who can help and support people who are worried about issues</li> </ul>	
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				<p>related to inappropriate touch or FGM and explain how to access such help safely.</p> <ul style="list-style-type: none"><li>• explain how regular trips to the dentist support dental health;</li><li>• explain ways to access medical help in different situations;</li><li>• explain the importance of vaccinations to support immunity;</li><li>• describe how to take medications safely, explain why it is important, including discussing side effects with a medical professional or parent.</li></ul>		
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Year	Autumn Term		Spring Term		Summer Term	
8	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
<b>Content Overview</b>	<ul style="list-style-type: none"> <li>To learn how to get help in different types of emergency situation;</li> <li>To learn how to carry out basic first aid and life-saving skills.</li> <li>To learn about risk in relation to personal safety;</li> <li>To learn about the causes of accidents and personal responsibility for preventing them;</li> <li>To learn more about road safety and how to manage risk when</li> </ul>	<ul style="list-style-type: none"> <li>To learn about rights and responsibilities in a diverse community</li> <li>To reinforce expectations of equality of opportunity in careers and life choices.</li> </ul>	<ul style="list-style-type: none"> <li>To learn about discrimination in all its forms</li> <li>To learn how individuals and society can challenge discrimination and intolerance</li> <li>To recognise unhelpful influences on behaviour including groupthink and persuasion;</li> <li>To learn techniques to resist unhelpful influences and to promote tolerance amongst their peer group.</li> <li>To learn to voice opinions and beliefs in a constructive, effective, respectful and</li> </ul>	<ul style="list-style-type: none"> <li>To learn about the nature of emotional wellbeing and how we can promote it;</li> <li>To learn how others' actions, life events and our circumstances can affect our mental health and wellbeing;</li> <li>To recognise personal strengths and how this promotes a positive self-concept</li> <li>To learn about the nature of and influences on healthy and less healthy body image;</li> <li>To recognise the link between healthy self-esteem and healthy body image.</li> <li>To learn to manage emotional</li> </ul>	<ul style="list-style-type: none"> <li>To explore the qualities and behaviours they should expect and exhibit in positive, healthy relationships</li> <li>To consider norms and expectations regarding sexual development and activity;</li> <li>To consider diversity in sexual attraction and how assumptions and stereotypes impact on attitudes to sexuality;</li> <li>To learn about forming new partnerships</li> <li>To learn about different</li> </ul>	<ul style="list-style-type: none"> <li>To explore online communication</li> <li>How to use social networking sites safely</li> <li>How to recognise online grooming in different forms e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>How to respond and seek support in cases of online grooming</li> <li>How to recognise biased or misleading information online</li> <li>How to critically</li> </ul>

	<p>on the road.</p> <ul style="list-style-type: none"> <li>• To explore feelings about young people and drugs;</li> <li>• To learn about different drugs, their effects and drug use, focusing especially on nitrous oxide, new psychoactive substances and cannabis;</li> <li>• To learn about the potential legal and personal consequences of using drugs.</li> <li>• To learn about responsibility to ourselves and other people in relation to using alcohol;</li> </ul>		<p>meaningful manner;</p> <ul style="list-style-type: none"> <li>• To practise showing respect for others' viewpoints, on and offline, challenging and critiquing appropriately;</li> <li>• To recognise inappropriate and/or unsafe expectations of others and know how to address these.</li> <li>• To raise awareness of digital safety issues;</li> <li>• To develop strategies to safely manage their online lives.</li> <li>• To develop strategies to effectively manage digital contact, including development of the skill of critical thinking</li> </ul>	<p>responses to change, challenge and adversity, and learn from such experiences;</p> <ul style="list-style-type: none"> <li>• To learn about resilience and how to reframe their response to failure;</li> <li>• To discuss ways to persevere, adapt and be resilient in different circumstances ;</li> <li>• To learn how to recognise when they or others need help, sources of help and strategies for accessing it.</li> <li>• To reflect on the nature of loss and how different people experience it in different ways;</li> <li>• To learn strategies to manage the intense emotions that sometimes</li> </ul>	<p>levels of intimacy in relationships , including the factors involved and their consequences, as well as the associated feelings;</p> <ul style="list-style-type: none"> <li>• To learn about the pressures on young people to progress towards increasing sexual intimacy, including intercourse in relationships , strategies for dealing with that pressure and the benefits of delaying sex;</li> <li>• To develop the attributes and skills to effectively manage communication in intimate relationships</li> <li>• To learn about</li> </ul>	<p>assess different media sources</p> <ul style="list-style-type: none"> <li>• How to distinguish between content which is publicly and privately shared</li> <li>• About age restrictions when accessing different forms of media</li> <li>• How to protect financial security online</li> <li>• How to assess and manage risks in relation to gambling and chance based transactions</li> </ul>
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	<ul style="list-style-type: none"> <li>• To learn about the sources of support available for those using tobacco, alcohol and illegal drugs;</li> <li>• To learn how to support a friend or family member who wishes to give up smoking, drinking alcohol or using drugs.</li> <li>• To learn about peer influence strategies and language, its potential consequences, and ways to manage situations where peers want to do something that they don't, or where a friend</li> </ul>			<p>accompany loss.</p>	<p>contraception, especially the pill and condom;</p> <ul style="list-style-type: none"> <li>• To learn about the importance of assertiveness when negotiating contraceptive use.</li> </ul>	
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	<p>offers them something that might be harmful or illegal;</p> <ul style="list-style-type: none"><li>• To explore how to balance and evaluate the views of their family and friendship group about alcohol, tobacco and drugs and the effect these views might have on their behaviour;</li><li>• To learn about 'social norms' regarding young people's actual alcohol, tobacco and drug use and how the reality differs from the media</li></ul>					
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	portrayal of young people's habits.					
<b>Skills AO's</b>	<p><b>Students will be able to;</b></p> <ul style="list-style-type: none"> <li>• identify the range of basic first aid and life-saving skills that everyone should have and explain why they are important;</li> <li>• explain who to contact, when, how and what information to give in an emergency;</li> <li>• explain why their own safety must come first;</li> <li>• demonstrate how to assess the first aid a person might need in an</li> </ul>	<p><b>Students will be able to;</b></p> <ul style="list-style-type: none"> <li>• describe the importance of respecting others' rights in the community;</li> <li>• recognise that everyone shares responsibility for ensuring other people's rights;</li> <li>• explain the terms age discrimination and disability discrimination and recognise the impact of these behaviours on the people affected and the communities to which they belong;</li> </ul>	<p><b>Students will be able to;</b></p> <ul style="list-style-type: none"> <li>• identify the tensions between using the excellent tools the internet provides versus the need to maintain personal safety;</li> <li>• identify warning signs of dishonesty in online communication</li> <li>• explain ways to reduce the risks associated with use of social networking sites, including risks of online grooming and radicalisation;</li> <li>• describe how to resolve unacceptable online behaviour, including reporting abuse.</li> </ul>	<p><b>Students will be able to;</b></p> <ul style="list-style-type: none"> <li>• understand the characteristics of mental and emotional health and wellbeing and why it is important;</li> <li>• challenge the stigma sometimes attached to mental illness;</li> <li>• describe the feelings people might have during change and following adversity;</li> <li>• explain how and why people should adapt their behaviour to take account of the effect their actions can have on others' mental and physical wellbeing;</li> <li>• identify unhealthy coping strategies and suggest</li> </ul>	<p><b>Students will be able to;</b></p> <ul style="list-style-type: none"> <li>• identify and assess the qualities and behaviours to be expected in positive, healthy relationships ;</li> <li>• recognise that variation in sexual development, activity and attraction is normal and recognise myths about what is the 'norm';</li> <li>• feel good about themselves and respect the feelings of others whatever their sexual orientation;</li> <li>• identify reliable sources of information, advice and guidance</li> </ul>	<p><b>Students will be able to;</b></p> <ul style="list-style-type: none"> <li>• recognise some of the techniques used by advertisers to sell different products;</li> <li>• recognise and explain or demonstrate strategies to manage peer influence when making purchasing choices;</li> <li>• explain what their rights are when purchasing products;</li> <li>• understand how and why consumers' rights are protected by law;</li> <li>• demonstrate strategies for managing</li> </ul>

	<p>emergency situation;</p> <ul style="list-style-type: none"> <li>• demonstrate how to assess if a person is unconscious;</li> <li>• know when, and demonstrate how, to put someone in the recovery position;</li> <li>• know when to use and demonstrate how to perform CPR;</li> <li>• recognise the potential impact of misusing 999.</li> <li>• identify the most likely threats to a young person's physical and emotional safety outside and inside the home;</li> </ul>	<ul style="list-style-type: none"> <li>• explain ways to protect people's rights, including their own;</li> <li>• explain that we all have the same rights to opportunities in learning and work;</li> <li>• challenge gender stereotypes, ageism, disability discrimination and/or family/cultural expectations which may limit aspirations.</li> <li>• share ways in which people are both similar and different to others in their community, including the sharing of common values;</li> <li>• identify examples of 'racism',</li> </ul>	<ul style="list-style-type: none"> <li>• explain what is meant by the term 'digital footprint';</li> <li>• explain the persistence, visibility, 'spreadability' and 'searchability' of online content and the implications of these qualities*;</li> <li>• explain the distinction between what is fun or interesting to share, and that which is more private and best not to share;</li> <li>• recognise that online popularity does not necessarily reflect the value or truth of online content;</li> <li>• recognise the pressure the desire for online popularity/acceptance (e.g. likes, shares) can create and suggest</li> </ul>	<p>alternative strategies to support mental and emotional health and wellbeing;</p> <ul style="list-style-type: none"> <li>• explain how a social media presence can affect mental wellbeing;</li> <li>• demonstrate an understanding of how a positive self-concept supports perseverance in challenging situations;</li> <li>• identify ways to improve self-esteem to support mental and emotional health and wellbeing;</li> <li>• identify ways to promote their own emotional wellbeing</li> <li>• evaluate the positive and negative impact of social media on self-esteem and body image;</li> <li>• analyse the reasons people post</li> </ul>	<p>regarding sexual orientation, sexual development and activity;</p> <ul style="list-style-type: none"> <li>• discuss what the motivation might be for dating someone or having a partner;</li> <li>• understand that people vary in how important they feel it is to have a partner and that people with different cultural heritage may develop relationships in different ways;</li> <li>• identify some of the things that people might find difficult in developing new relationships;</li> <li>• identify some of the skills people might want to develop in order to</li> </ul>	<p>situations where they have complaints as consumers</p> <ul style="list-style-type: none"> <li>• recognise that different financial choices in saving and borrowing carry potential risks and rewards;</li> <li>• understand that banks and 'pay day lenders' will use advertising to persuade people to use their financial services;</li> <li>• understand that there will be positive and negative risks associated with all financial decisions;</li> <li>• demonstrate strategies for assessing and managing the risk</li> </ul>
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	<ul style="list-style-type: none"> <li>• understand how threats to their safety might be more or less likely depending on factors such as place and time of day; recognise different types of behaviour that could increase their chances of having an accident on the road;</li> <li>• analyse the wider effects of road accidents on those other than the victim;</li> <li>• explain strategies to manage risk when on the road;</li> <li>• assess the impact of distraction</li> </ul>	<p>‘institutional racism’ and ‘religious intolerance’; and analyse why some people are intolerant of others;</p> <ul style="list-style-type: none"> <li>• analyse the effects of racism and religious intolerance on individuals and communities</li> <li>• explain what they should do if they think someone is being discriminated against;</li> <li>• demonstrate strategies students could use to challenge racism and religious intolerance in all their forms;</li> <li>• describe the effects of the media</li> </ul>	<p>the potential implications of this;</p> <ul style="list-style-type: none"> <li>• consider reasons why some people might prefer not to have a highly visible online presence;</li> <li>• share a viewpoint on the distinctions between online and offline contact with others;</li> <li>• describe the laws protecting people’s online data, their privacy and protection from harassment;</li> <li>• describe how to assess source reliability to weigh up the worth and/or truth of online content;</li> <li>• describe how to identify high quality sites which provide more reliable information;</li> <li>• describe strategies to</li> </ul>	<p>and look at online images;</p> <ul style="list-style-type: none"> <li>• explain how being unique should be celebrated yet can sometimes have a negative impact on self-concept;</li> <li>• identify gender stereotypes, explain the media’s role in perpetuating these and explain why these should be challenged;</li> <li>• explain the link between self-esteem and body confidence and identify ways to support a healthy self-concept.</li> <li>• identify further ways to promote their own emotional wellbeing;</li> <li>• define and explain resilience;</li> <li>• describe how to reframe and learn from failure or mistakes;</li> </ul>	<p>form healthy new relationships .explain the importance of trust and friendship in intimate relationships ;</p> <ul style="list-style-type: none"> <li>• describe some of the benefits, risks and consequences of different levels of intimacy;</li> <li>• assess the level of intimacy that they think is appropriate at different stages in relationships</li> <li>• understand that intimacy in a relationship should be at an agreed, comfortable level for both partners and that it’s possible to be intimate without penetrative sex;</li> <li>• identify the pressure on young</li> </ul>	<p>associated with the sorts of financial choices they will face in the near future.</p>
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	<p>s or 'dares' on young people's behaviour and safety.</p> <ul style="list-style-type: none"> <li>• identify and discuss their current attitudes towards drug use amongst young people;</li> <li>• identify the types of legal and illegal drugs young people might use;</li> <li>• assess the reasons why young people might choose to use drugs, including nitrous oxide, new psychoactive substances and cannabis;</li> <li>• understand the effect using</li> </ul>	<p>debate on migration on relationships within our communities</p> <ul style="list-style-type: none"> <li>• describe influences on individuals' beliefs and decisions, including peers, family expectations and the media;</li> <li>• explain how a person's core values may be in conflict with the need for peer approval;</li> <li>• explain how people can sometimes act differently when part of a group and describe ways to manage this;</li> <li>• demonstrate ways of standing up for their</li> </ul>	<p>protect online safety including the proper use of webcams and location services, password protection, anti-virus software, privacy settings;</p> <ul style="list-style-type: none"> <li>• explain ways to protect financial security online</li> </ul>	<ul style="list-style-type: none"> <li>• describe different aspects of resilience and demonstrate an understanding of how to persevere and/or be resilient in different contexts;</li> <li>• explain strategies for reframing disappointments and setbacks and for promoting perseverance; and express increased confidence in their ability to apply those strategies;</li> <li>• explain why goals are often reached through hard work and determination over extended periods/repeated attempts;</li> <li>• give examples of how others have worked hard to achieve their goals and have needed to reframe setbacks in</li> </ul>	<p>people (perceived and actual) to progress towards increasing sexual intimacy, including sexual intercourse in their relationships ;</p> <ul style="list-style-type: none"> <li>• explain the law in relation to consent and that it is always the legal and moral responsibility of the person seeking consent to ensure it is genuinely given;</li> <li>• explain strategies for resisting pressure to consent before a person feels ready for different levels of intimacy, including the sharing of sexual images;</li> </ul>	
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	<p>drugs could have on their future plans;</p> <ul style="list-style-type: none"> <li>• understand what is meant by the term 'gateway drug';</li> <li>• describe the names, appearance and effects of a range of drugs;</li> <li>• explain the legal terms 'possession', 'supply' and 'intent to supply' in relation to drugs;</li> <li>• understand the three 'classes' into which the law divides drugs and give some examples of drugs in each class;</li> <li>• explain the short and long</li> </ul>	<p>beliefs and boundaries ;</p> <ul style="list-style-type: none"> <li>• explain how their feelings of self-worth lead to confidence in their decisions and vice versa;</li> <li>• demonstrate strategies we can use to challenge racism and religious intolerance</li> <li>• explain their legal and social responsibilities when exercising freedom of speech in their community;</li> <li>• understand that freedom of speech comes with responsibilities and restrictions and does not mean it is acceptable to say</li> </ul>		<p>order to succeed;</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of how self-belief and motivational goals support perseverance in challenging situations;</li> <li>• describe and demonstrate how to be a supportive friend and how to promote others' wellbeing;</li> <li>• explain who, how and why to ask for support when it's needed;</li> <li>• explain the limitations of online advice, guidance and support.</li> <li>• identify the thoughts, feelings and emotions a person might have when dealing with a loss such as a relationship breakdown or bereavement;</li> <li>• explain how some people's lives are</li> </ul>	<ul style="list-style-type: none"> <li>• understand the possible benefits of exploring thoughts, feelings and beliefs with others such as friends, family and professionals, to help them find strategies for dealing with pressure;</li> <li>• recognise the benefits of delaying sex and apply criteria for 'readiness' for sex;</li> <li>• explain why an individual might be ready for sex but the relationship might not be;</li> <li>• explain how intense feelings can lead to less well thought out choices which can have consequences, and ways to manage</li> </ul>	
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	<p>term effects of nitrous oxide, new psychoactive substances and cannabis on the body;</p> <ul style="list-style-type: none"> <li>• identify and explain how using nitrous oxide, new psychoactive substances or cannabis might affect someone's behaviour and the choices they make, and the effects on those around them;</li> <li>• understand how the school responds to evidence of drug possession and/or use;</li> </ul>	<p>anything we want or that others need to agree with us;</p> <ul style="list-style-type: none"> <li>• assess and debate issues effectively, expressing disagreement assertively and showing respect for others' beliefs;</li> <li>• explain why comments made online should show similar levels of respect as other forms of communication;</li> <li>• identify and explain inappropriate and/or unsafe expectations from family or community members (including radicalisation, FGM</li> </ul>		<p>affected by divorce;</p> <ul style="list-style-type: none"> <li>• describe the characteristics of grief;</li> <li>• identify mental, physical, social, and spiritual responses to loss;</li> <li>• describe activities that can help in coping following a loss;</li> <li>• identify sources of support for different types of loss;</li> <li>• explain ways to support a friend who is dealing with a loss.</li> </ul>	<p>such feelings;</p> <ul style="list-style-type: none"> <li>• demonstrate effective communication skills including assertiveness, active listening and valuing of others' feelings.</li> <li>• understand basic facts about the contraceptive pill and the condom, including how they are used;</li> <li>• explain the advantages of contraceptive use, including the reduced risk of STI transmission when using barrier contraceptives;</li> <li>• analyse why people might not use contraception and describe ways to counteract these</li> </ul>	
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	<ul style="list-style-type: none"> <li>• explain the legal consequences of being found in possession of, using, selling or supplying different classes of drugs, including cannabis;</li> <li>• identify and discuss the effects of being convicted of a drugs-related offence on a person's life, relationships, family and future plans;</li> <li>• explain what support is available to people who wish to stop smoking, drinking alcohol or using drugs.</li> <li>• identify and explain</li> </ul>	<p>and forced marriage);</p> <ul style="list-style-type: none"> <li>• describe strategies to manage and, if necessary, challenge family/community expectations</li> <li>• demonstrate skills of compromise, assertiveness and negotiation.</li> </ul>			<p>reasons, including how to negotiate condom use;</p> <ul style="list-style-type: none"> <li>• explain where to obtain contraception and advice about contraception</li> <li>• recognise that effective contraceptive use is a valued behaviour.</li> </ul>	
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	<p>what responsibility young people might have to use alcohol sensibly;</p> <ul style="list-style-type: none"><li>• understand the personal and legal consequences, for the individual and others, of using alcohol irresponsibly or use of illegal drugs;</li><li>• identify the support available, how and when to access it, if they are struggling to manage their own drug-related behaviour;</li><li>• explain what they should do if they think they, a friend, or</li></ul>					
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	<p>someone else is ill or at risk through drug related behaviours</p> <ul style="list-style-type: none"><li>• understand that persuading someone to do something they don't want to do can have consequences for relationships and self-esteem as well as physical consequences;</li><li>• demonstrate strategies for managing situations where peers want to do something that they don't;</li><li>• demonstrate strategies</li></ul>					
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	<p>they could use if a friend offers them something that might be harmful or illegal;</p> <ul style="list-style-type: none"><li>• recognise ways in which their family's views about alcohol, tobacco and drugs might differ from their friendship group's and consider the impact of this on their decision-making;</li><li>• recognise that the majority of young people their age do not drink alcohol, smoke or use drugs regularly and assess the implications of this</li></ul>					
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	<p>on their expectations of drug use.</p> <ul style="list-style-type: none"> <li>analyse how these 'norms' differ from the view of young people portrayed in the media.</li> </ul>					
<b>Assessment</b>	Via 'I can statement grid'	Via 'I can statement grid'	Via 'I can statement grid'	Via 'I can statement grid'	Via 'I can statement grid'	Via 'I can statement grid'
<b>Exam Board</b>	ASDAN	ASDAN	ASDAN	ASDAN	ASDAN	ASDAN
<b>SMSC</b> (wider dev)	<ul style="list-style-type: none"> <li>Resilience</li> <li>Self-regulation</li> <li>Developing and maintaining a healthy self-concept</li> <li>Identifying help and support</li> <li>Respect for others</li> <li>Building and maintaining</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Self-regulation</li> <li>Developing and maintaining a healthy self-concept</li> <li>Identifying help and support</li> <li>Respect for others</li> <li>Building and maintaining healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Self-regulation</li> <li>Developing and maintaining a healthy self-concept</li> <li>Identifying help and support</li> <li>Respect for others</li> <li>Building and maintaining healthy relationships</li> <li>Managing risk.</li> <li>Active listening</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Self-regulation</li> <li>Developing and maintaining a healthy self-concept</li> <li>Identifying help and support</li> <li>Respect for others</li> <li>Building and maintaining healthy relationships</li> <li>Managing risk.</li> <li>Active listening</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Self-regulation</li> <li>Developing and maintaining a healthy self-concept</li> <li>Identifying help and support</li> <li>Respect for others</li> <li>Building and maintaining healthy relationships</li> <li>Managing risk.</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Self-regulation</li> <li>Developing and maintaining a healthy self-concept</li> <li>Identifying help and support</li> <li>Respect for others</li> <li>Building and maintaining healthy relationships</li> <li>Managing risk.</li> </ul>



	<p>healthy relationships</p> <ul style="list-style-type: none"> <li>Managing risk.</li> <li>Active listening</li> </ul>	<ul style="list-style-type: none"> <li>Managing risk.</li> <li>Active listening</li> </ul>			<ul style="list-style-type: none"> <li>Active listening</li> </ul>	<ul style="list-style-type: none"> <li>Active listening</li> </ul>
<b>Cross Curricular Opportunities</b>	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies

Year	Autumn Term		Spring Term		Summer Term	
9	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
<b>Content Overview</b>	<ul style="list-style-type: none"> <li>To learn about safe and risky or unsafe social groups;</li> <li>To learn how to recognise and manage 'group think'.</li> </ul>	<ul style="list-style-type: none"> <li>To reflect objectively as part of the personal review process;</li> <li>To develop the range of transferable skills</li> </ul>	<ul style="list-style-type: none"> <li>To explore common causes of conflict between young people and parents;</li> <li>To learn how to manage conflict at home.</li> <li>To learn about why young</li> </ul>	<ul style="list-style-type: none"> <li>To learn about social norms in relation to drug use in young people;</li> <li>To learn about the impact of peer pressure on young people's attitudes towards drugs and drug use;</li> </ul>	<ul style="list-style-type: none"> <li>To learn about sexually transmitted infections;</li> <li>To learn how to manage the risk of catching STIs and how to access appropriate services;</li> </ul>	<ul style="list-style-type: none"> <li>To learn about the skills needed to create a new business;</li> <li>To develop enterprise and teamwork skills through</li> </ul>

	<ul style="list-style-type: none"> <li>• To improve risk identification, assessment and management skills;</li> <li>• To learn about assertiveness and how and when it is appropriate to behave assertively.</li> <li>• To learn about the identification of gangs and the risks in belonging to a gang;</li> <li>• To learn about the legal and physical risks of carrying a knife.</li> <li>• To learn strategies to achieve a balance between work, leisure and exercise;</li> <li>• To learn about the</li> </ul>	<p>required by employers.</p> <ul style="list-style-type: none"> <li>• To learn about different types of employment and the varied nature of career pathways;</li> <li>• To learn how their strengths, attributes and interests might link to future choices in their career pathway;</li> <li>• To learn how to evaluate their changing aspirations and whether they are on track to achieve them.</li> <li>• To learn about the range of options available</li> </ul>	<p>people may choose to run away from home;</p> <ul style="list-style-type: none"> <li>• To learn about the risks associated with running away from home;</li> <li>• To learn how to access support services</li> <li>• To learn about what makes someone who they are, including their protected characteristics;</li> <li>• To learn about gender identity and how this may differ from gender expression or sex assigned at birth.</li> <li>• To learn about the effects of gender stereotyping;</li> <li>• To learn how to recognise and challenge transphobia and gender-based discrimination.</li> <li>• To learn about diversity in</li> </ul>	<ul style="list-style-type: none"> <li>• To rehearse strategies for managing peer influence.</li> <li>• To learn about common health risks in relation to choices in drug and alcohol use;</li> <li>• To learn more about legal risks in relation to drug and alcohol use.</li> <li>• To learn how to manage peer influence in relation to drug and alcohol use;</li> <li>• To learn how to manage the risks and minimise the harm associated with drug or alcohol use.</li> <li>• To learn about the difference between occasional and consistent drug use;</li> <li>• To learn about the social, emotional, financial and physical consequences of addiction;</li> </ul>	<ul style="list-style-type: none"> <li>• To learn more about condoms and how to use them effectively.</li> <li>• To learn about contraception choices and how to negotiate safer sex;</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 discuss the portrayal of romantic and sexual</li> </ul>	<p>working together.</p>
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	<p>importance of sleep for wellbeing and brain function.</p> <ul style="list-style-type: none"> <li>To learn about healthy eating and the difference between a balanced diet and dieting;</li> <li>To gain further insight into the influences on eating choices and ways to manage negative influences.</li> <li>To recognise the importance of developing resilience and learn strategies to manage disappointment to promote mental wellbeing;</li> </ul>	<p>to them in the next stages of their education;</p> <ul style="list-style-type: none"> <li>To learn strategies to manage the decision-making process for GCSE option choices and to know suitable sources of further information, advice and guidance;</li> <li>To learn how to manage uncertainty in their future career and in the workforce in general.</li> </ul>	<p>sexual orientation and sexual attraction and how people who are not heterosexual can face discrimination;</p> <ul style="list-style-type: none"> <li>To learn how to support someone experiencing difficulties with their sexual orientation or who is facing discrimination due to their sexuality.</li> </ul>	<ul style="list-style-type: none"> <li>To explore the stereotype of an 'addict' and its accuracy;</li> <li>To learn about services that provide support for those addicted to drugs or alcohol.</li> <li>To discuss the thoughts and feelings young people might have about starting sexual activity;</li> <li>To learn how to manage the pressures to start sexual activity;</li> <li>To further explore what it means to be 'ready' for sexual activity.</li> <li>To learn about the meaning and importance of consent in all sexual encounters;</li> <li>To learn about the legal age of consent and why this exists;</li> <li>To learn how to seek, recognise, give, not give and</li> </ul>	<p>relationships in the media;</p> <ul style="list-style-type: none"> <li>To learn about additional pressures that may occur in relationships due to media influence.</li> <li>To learn how to keep social media profiles secure and not reveal personal information;</li> <li>To learn about the dangers of grooming and how to recognise the warning signs;</li> <li>To learn about the legal, emotional and social consequences of the sharing of explicit images.</li> <li>To reflect on students' enterprise and</li> </ul>	
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	<ul style="list-style-type: none"> <li>To learn ways to persevere, adapt and be resilient in different circumstances, including by asking for help.</li> <li>To learn about unhealthy coping strategies including eating disorders and self-harm;</li> <li>To learn about healthy coping strategies, including how to access sources of support.</li> </ul>			withdraw consent.	employability skills.	
<b>Skills AO's</b>	<p>Students will be able to;</p> <ul style="list-style-type: none"> <li>identify and describe the difference between groups of friends, social</li> </ul>	<p>Students will be able to;</p> <ul style="list-style-type: none"> <li>identify and reflect on how they believe others see them and what others</li> </ul>	<p>Students will be able to;</p> <ul style="list-style-type: none"> <li>identify typical causes of conflict between teens and family members;</li> </ul>	<p>Students will be able to;</p> <ul style="list-style-type: none"> <li>compare statistics about young people's drug use with the perception of young people's drug use and</li> </ul>	<p>Students will be able to;</p> <ul style="list-style-type: none"> <li>explain possible consequences of unprotected sex, particularly STIs;</li> </ul>	<p>Students will be able to;</p> <ul style="list-style-type: none"> <li>identify the enterprise skills required to create a new business or service;</li> </ul>

	<p>cliques and gangs;</p> <ul style="list-style-type: none"> <li>• describe what makes a healthy, positive friendship and identify traits that make a friendship unsafe or unhealthy ;</li> <li>• explain why the need to belong is important for young people;</li> <li>• explain the reasons why someone may be excluded from a social group and the emotions associated with being excluded from a social group;</li> <li>• describe positive strategies</li> </ul>	<p>think they are good at;</p> <ul style="list-style-type: none"> <li>• identify things they feel they are good at and things they feel they should do differently or improve upon;</li> <li>• demonstrate, practise or describe the skills they have that might appeal to an employer;</li> <li>• develop employability skills they may not have had before;</li> <li>• explain how skills they are learning now are transferable to a career in the future</li> </ul>	<ul style="list-style-type: none"> <li>• explain why conflict at home may be more common during adolescence;</li> <li>• identify the emotions caused by conflict at home;</li> <li>• explain why parents and carers may impose boundaries on teenagers;</li> <li>• identify habits or behaviours that may help to reduce conflict in future;</li> <li>• describe and demonstrate strategies for keeping calm during conflict;</li> <li>• describe and demonstrate strategies for resolving conflicts amicably.</li> <li>• identify reasons why young people might</li> </ul>	<p>suggest reasons why there may be a difference;</p> <ul style="list-style-type: none"> <li>• suggest reasons why young people feel pressured to experiment with drug use;</li> <li>• recognise how young people perpetuate or negate this pressure through the way they speak and act, both on and offline, in relation to drugs;</li> <li>• describe a range of contexts where young people might feel pressured to try illegal substances;</li> <li>• rehearse a range of strategies for saying 'no' to something they feel uncomfortable with;</li> <li>• identify exit strategies that allow</li> </ul>	<ul style="list-style-type: none"> <li>• explain how to reduce the risk of spreading STIs and recognise the prevalence of the commonest STI – Chlamydia;</li> <li>• explain that many STI's can have few, if any, initial symptoms which can increase the spread of infection to other partners;</li> <li>• explain that the cue to seek help should be knowing when a risk has been taken, rather than the onset of symptoms;</li> <li>• explain the effectiveness of condoms, the importance of each of the aspects of correct condom</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate enterprise and teamwork skills by working on a group project.</li> </ul>
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	<p>to manage or challenge exclusion from a particular group;</p> <ul style="list-style-type: none"> <li>• explain that there are different ways of responding to conflict and that some responses may have better outcomes than others;</li> <li>• explain how peer pressure can develop into bullying behaviours</li> <li>• describe how bullying can manifest in a range of dangerous behaviours for both perpetrators</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate understanding of the nature and possible components of a career;</li> <li>• assess the benefits and limitations of different types of employment, for instance full and part time employment, zero-hour employment contracts, temporary employment contracts, self-employment and voluntary work;</li> <li>• identify things they have enjoyed learning in the</li> </ul>	<p>run away from home;</p> <ul style="list-style-type: none"> <li>• identify 'push' and 'pull' factors in relation to running away from home;</li> <li>• explain alternative solutions to the problem instead of running away;</li> <li>• explain the physical, social and emotional risks associated with running away from home;</li> <li>• identify and challenge stereotypes associated with homelessness;</li> <li>• identify safe people and spaces young people could turn to in a crisis;</li> <li>• identify support services for young people who are at risk of</li> </ul>	<p>them to 'save face'.</p> <ul style="list-style-type: none"> <li>• identify different drugs by their names, slang terms and appearance;</li> <li>• explain why it can be difficult to know the strength and ingredients of a street drug;</li> <li>• explain the UK drug classifications and give reasons for this system;</li> <li>• give reasons why some people consume alcohol and take illegal drugs;</li> <li>• describe both physical and mental health risks associated with the use of common drugs;</li> <li>• explain the legal status of New Psychoactive Substances (formerly known as legal highs);</li> </ul>	<p>use and describe or demonstrate the correct way to use a condom;</p> <ul style="list-style-type: none"> <li>• recognise the importance of negotiating safer sex and suggest ways to assertively do this;</li> <li>• identify sources of sexual health information, support and provision and explain how and when to access them.</li> <li>• identify circumstances that might lead to unprotected sex and how to manage these;</li> <li>• explain the potential long term consequences of</li> </ul>	
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	<ul style="list-style-type: none"> <li>• r and target; explain the consequences of being a bystander and describe and demonstrate how to be an upstander</li> <li>• explain what 'group think' is and how this can influence decisions and actions;</li> <li>• describe and demonstrate techniques for managing 'group think'</li> <li>• describe the nature of positive and negative risk and identify physical and emotional risks;</li> </ul>	<ul style="list-style-type: none"> <li>• past and explain why; identify personal dreams, career goals and ambitions and recognise whether these have changed over time;</li> <li>• analyse the extent to which they are 'on track' to meet their dreams and career goals, in terms of motivation, personal organisation and learning;</li> <li>• explain how personal strengths, attributes, strengths as a student and interests</li> </ul>	<ul style="list-style-type: none"> <li>• running away from home or who are homeless.</li> <li>• describe what makes someone who they are and identify key factors which contribute to a person's identity;</li> <li>• explain what is meant by protected characteristics;</li> <li>• explain that everyone has rights and that these are protected by the Equality Act;</li> <li>• explain the difference between gender identity, gender expression, sexual orientation and sex assigned at birth;</li> <li>• recognise and evidence respect for diversity in gender</li> </ul>	<ul style="list-style-type: none"> <li>• understand the legal consequences of taking, supplying and trafficking drugs.</li> <li>• identify the social risks associated with being under the influence of drugs or alcohol;</li> <li>• suggest methods to reduce risks to themselves and others when under the influence of drugs or alcohol;</li> <li>• explain why being drunk or under the influence of drugs increases an individual's vulnerability;</li> <li>• identify why young people are more at risk than adults when consuming drugs or alcohol;</li> <li>• identify high pressure contexts</li> </ul>	<ul style="list-style-type: none"> <li>• unprotected sex, particularly pregnancy and unplanned parenthood ;</li> <li>• identify the choices available following unprotected sex and explain what emergency contraception is, its availability and how to use it;</li> <li>• evaluate the choices available following unintended pregnancy, including the option of termination ;</li> <li>• understand that both partners are responsible for ensuring contraceptive use;</li> <li>• explain how to negotiate</li> </ul>	
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	<ul style="list-style-type: none"> <li>• identify situations where the potential gain is worth the risk and situations where it is not, and explain how to make this judgement;</li> <li>• identify the emotions experienced during risky situations;</li> <li>• explain how 'group think' can impair someone's ability to make decisions and manage risk;</li> <li>• explain why someone might make a different assessment of risk when they are in a</li> </ul>	<p>link to career choice</p> <ul style="list-style-type: none"> <li>• identify the range of options available in education at different transitional stages;</li> <li>• evaluate the benefits and limitations of each option;</li> <li>• describe the options choices relating to KS4 available to them at their school;</li> <li>• clarify and analyse current thoughts about a future career and how this might impact on their KS4 option choices;</li> </ul>	<p>identity and gender expression.</p> <ul style="list-style-type: none"> <li>• explain the effect of gender stereotyping on men and women;</li> <li>• recognise and describe the types of discrimination faced by women, both in the past and today;</li> <li>• explain the effect of gender stereotyping on trans or non-binary people;</li> <li>• identify and challenge misconceptions about trans people;</li> <li>• analyse the representation of trans people in the media;</li> <li>• understand the challenges faced by trans people as a result of a gender binary system;</li> <li>• describe or demonstrate</li> </ul>	<p>when making a decision might be difficult;</p> <ul style="list-style-type: none"> <li>• demonstrate strategies to manage decision-making in high pressure situations</li> <li>• describe the features of addiction and compare this to 'occasional use' in relation to drugs and/or alcohol;</li> <li>• explain the reasons addiction develops with reference to both the substance and the individual;</li> <li>• understand the range of effects addiction can have on both the individual and the wider community;</li> <li>• describe common stereotypes associated with being an alcoholic or drug addict;</li> </ul>	<p>contraceptive use with a partner and reach a mutual decision about contraceptive choices;</p> <ul style="list-style-type: none"> <li>• identify sources of contraceptive information, support and provision and explain how to access them</li> <li>• explain ways in which the media can misrepresent the nature of real-life relationships;</li> <li>• identify ways in which pornographic material is not representative of the sexual experience for most people and can give misleading information</li> </ul>	
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	<p>social group;</p> <ul style="list-style-type: none"> <li>• recognise passive, aggressive and assertive behaviour ;</li> <li>• explain why it is better to behave assertively, rather than passively or aggressively, in most situations ;</li> <li>• identify situations in which assertive behaviour may not be safe;</li> <li>• demonstrate or explain examples of assertive communication and the language required for negotiating risky</li> </ul>	<ul style="list-style-type: none"> <li>• identify further research they need to do into the qualifications or experience necessary for the careers they are interested in;</li> <li>• identify the 'transferable skills' that will increase their employability for any career</li> <li>• recognise that it is typical not to have a clear plan for their long-term future and identify ways to best keep their options open;</li> <li>• recognise</li> </ul>	<p>strategies to support a friend who is, or thinks they might be, trans;</p> <ul style="list-style-type: none"> <li>• identify sources of support, including organisations and helplines</li> <li>• explain how to access these sources of support</li> <li>• describe or demonstrate strategies to challenge transphobia in their school and wider society</li> <li>• recognise that there is diversity in sexual attraction and that sexual orientation can change throughout a person's life; <ul style="list-style-type: none"> <li>• recognise and describe the types of prejudice and discrimination faced by people who are, or are</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• explain why alcoholics and drug addicts are not usually identifiable by the stereotype;</li> <li>• identify services to support those with addiction and evaluate the effectiveness of these.</li> <li>• recognise the importance and value of the emotional and caring components in relationships;</li> <li>• understand the value of supportive and honest relationships, including the importance of open communication;</li> <li>• show understanding of the range of conflicting thoughts and feelings that young people might have about starting</li> </ul>	<p>about consent in sexual relationships;</p> <ul style="list-style-type: none"> <li>• explain how viewing pornographic material can influence expectations in relationships;</li> <li>• describe the importance of effective and respectful communication regarding different types of sexual activity in relationships.</li> <li>• describe how to secure personal information on online profiles;</li> <li>• evaluate what types of personal information they want to share with others and those</li> </ul>	
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	<p>situations ;</p> <ul style="list-style-type: none"> <li>describe and demonstrate strategies for managing risk when going out alone or with friends, during the day and evening.</li> <li>describe what makes a group of friends different from a gang;</li> <li>explain the manipulation techniques used by gangs to gain new members;</li> <li>explain why some young people may want to join a gang;</li> <li>describe the risks involved in gang</li> </ul>	<p>the features of modern career pathways , how they are changing and how they can best prepare for an uncertain future;</p> <ul style="list-style-type: none"> <li>identify, evaluate and access reliable sources of information, advice and support regarding their future education and career;</li> <li>recognise the need for contingency or back-up plans and, where possible, identify</li> </ul>	<p>perceived to be LGBT;</p> <ul style="list-style-type: none"> <li>identify sources of support and advice for young people who are, or think they might be lesbian, gay or bisexual;</li> <li>describe or demonstrate strategies to support a friend who is, or thinks they might be, lesbian, gay or bisexual;</li> <li>describe examples of the portrayal of LGBT people and relationships in the media;</li> <li>evaluate the impact the media can have in representing and changing social views;</li> <li>describe or demonstrate strategies people can use to challenge homophobia</li> </ul>	<p>sexual activity;</p> <ul style="list-style-type: none"> <li>describe how the pressures to start participating in sexual activity may vary for boys and girls;</li> <li>describe the social norms for young people and sexual activity;</li> <li>evaluate what it means to be 'ready' for sex, both as an individual and as a couple;</li> <li>explain the benefits of delaying sexual activity;</li> <li>recognise that sexual social norms are often mischaracterised or exaggerated</li> <li>explain what consent is and how it can be recognised in different contexts;</li> </ul>	<p>they want to keep private (e.g. photos);</p> <ul style="list-style-type: none"> <li>identify warning signs when communicating with strangers online;</li> <li>explain how relationships can be developed through social media and dating sites and identify the potential risks associated with this;</li> <li>identify the ways in which young people can be pressured to share explicit images;</li> <li>explain the consequences of sharing explicit images (either of themselves or others);</li> </ul>	
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	<p>initiation ceremonies;</p> <ul style="list-style-type: none"> <li>• explain the social, legal and physical consequences of being a member of a gang;</li> <li>• describe ways that individual decision-making may become compromised through participation in gang activities;</li> <li>• explain why gang members may find it hard to leave a gang;</li> <li>• evaluate why some young people may choose to carry a knife and how risky this choice is;</li> </ul>	<p>their 'Plan B'</p>	<p>and biphobia;</p> <ul style="list-style-type: none"> <li>• explain ways in which society can challenge and counter homophobia/biphobia and evaluate their effectiveness ;</li> <li>• explain the importance of LGBT History month and Pride festivals for LGBT people;</li> <li>• identify ways to support the rights of LGBT people in their community</li> </ul>	<ul style="list-style-type: none"> <li>• explain the reasons for a legal age of consent and why this is 16 in the UK;</li> <li>• evaluate understand the consequences of disregarding the legal age of consent;</li> <li>• understand that everyone has the right to give or not give consent for every sexual experience and that they have a legal and moral responsibility to seek consent from sexual partners;</li> <li>• explain that people have a right to change their mind and/or to withdraw consent;</li> <li>• explain how biological arousal and strong feelings/emotions can affect decision-</li> </ul>	<ul style="list-style-type: none"> <li>• describe and demonstrate techniques to avoid sharing sexual images;</li> <li>• explain what a person can do if they have shared an explicit image and it has led to distressing consequences.</li> <li>• define what it means to be enterprising and employable ;</li> <li>• identify and demonstrate the learning and employability skills that they already have;</li> <li>• identify how their learning has developed their</li> </ul>	
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	<ul style="list-style-type: none"> <li>• explain the law in relation to carrying a knife, knife crime and joint enterprise ;</li> <li>• recognise when and how to get help in a variety of situations , including when someone is at risk through doing something illegal.</li> <li>• explain the importance of achieving a balance between work, leisure and exercise for physical and emotional wellbeing;</li> <li>• assess the extent to which</li> </ul>			<p>making but that neither is an excuse to ignore withdrawal of consent;</p> <ul style="list-style-type: none"> <li>• practise the language and skills needed when a person doesn't want to give, or wants to withdraw, their consent.</li> </ul>	<p>employability skills throughout key stage 3;</p> <ul style="list-style-type: none"> <li>• identify the enterprise skills they would like to develop.</li> </ul>	
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	<p>they currently achieve this balance and identify changes they would like to make to balance their life better;</p> <ul style="list-style-type: none"><li>• suggest practical steps they could take to bring about those changes;</li><li>• explain the importance of sleep for wellbeing and brain function, particularly during adolescence;</li><li>• share a range of strategies for ensuring appropriate sleep patterns.</li><li>• Assess the distinction between</li></ul>					
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	<p>a healthy and unhealthy approach to eating choices and suggest ways to make a diet healthier;</p> <ul style="list-style-type: none"><li>• explain why extreme dieting is unsustainable and unhealthy ;</li><li>• evaluate the extent of the influence of others on eating and dietary habits, including influence from family, peer influence, advertising, the media and social media;</li><li>• identify influences on body image and how these are often</li></ul>					
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	<p><b>misleading or exaggerated;</b></p> <ul style="list-style-type: none"><li>• <b>describe or demonstrate strategies for managing negative influences on food choices and eating habits.</b></li><li>• <b>explain what they understand by 'resilience' and identify when and how people demonstrate resilience;</b></li><li>• <b>explain the importance of managing disappointment in maintaining positive mental health;</b></li><li>• <b>demonstrate an</b></li></ul>					
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	<p><b>understanding of how to persevere and/or be resilient in different contexts;</b></p> <ul style="list-style-type: none"><li><b>• describe what it means to have a positive mindset;</b></li><li><b>• share approaches to reframing disappointments and setbacks to promote perseverance;</b></li><li><b>• suggest contexts in which it can be hard to be resilient and why this might be;</b></li><li><b>• set goals for resilience in a new context;</b></li><li><b>• identify sources of support with</b></li></ul>					
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	<p>managing mental health and wellbeing;</p> <ul style="list-style-type: none"><li>• suggests situations when self-management may be appropriate and when a person should seek external help.</li><li>• describe the factors that can contribute to a person developing an eating disorder or other form of self-harm;</li><li>• explain what to do if they, or someone they know, has or might be developing an eating disorder</li></ul>					
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	<p>or is considering self-harm;</p> <ul style="list-style-type: none"><li>• identify symptoms of the most prevalent eating disorders and recognise that disordered eating can affect young men as well as young women;</li><li>• explain alternative strategies to support emotional wellbeing in those who are not already using unhealthy strategies (and therefore need more specialist support).</li><li>• identify the support and</li></ul>					
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	treatment available for people with eating disorders or who are self-harming, and the importance of getting help quickly.					
<b>Assessment</b>	Via 'I can statement grid'	Via 'I can statement grid'	Via 'I can statement grid'	Via 'I can statement grid'	Via 'I can statement grid'	Via 'I can statement grid'
<b>Exam Board</b>	ASDAN	ASDAN	ASDAN	ASDAN	ASDAN	ASDAN
<b>SMSC</b> (wider dev)	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> <li>• Respect for others</li> <li>• Building and maintaining</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> <li>• Respect for others</li> <li>• Building and</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> <li>• Respect for others</li> <li>• Building and maintaining healthy relationships</li> <li>• Managing risk.</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> <li>• Respect for others</li> <li>• Building and maintaining healthy relationships</li> <li>• Managing risk.</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> <li>• Respect for others</li> <li>• Building and maintaining healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> <li>• Respect for others</li> <li>• Building and maintaining healthy relationships</li> </ul>

	<p>healthy relationships</p> <ul style="list-style-type: none"> <li>Managing risk.</li> <li>Active listening</li> </ul>	<p>maintaining healthy relationships</p> <ul style="list-style-type: none"> <li>Managing risk.</li> <li>Active listening</li> </ul>	<ul style="list-style-type: none"> <li>Active listening</li> </ul>	<ul style="list-style-type: none"> <li>Active listening</li> </ul>	<ul style="list-style-type: none"> <li>Managing risk.</li> <li>Active listening</li> </ul>	<ul style="list-style-type: none"> <li>Managing risk.</li> <li>Active listening</li> </ul>
<b>Cross Curricular Opportunities</b>	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies

Year	Autumn Term		Spring Term		Summer Term	
10	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
<b>Content Overview</b>	<ul style="list-style-type: none"> <li>To build self-esteem through self-awareness</li> <li>To learn strategies to promote perseverance, adaptability and resilience</li> </ul>	<ul style="list-style-type: none"> <li>To learn about the effects of debt on an individual and their relationships;</li> <li>To learn about alternative methods to prevent and</li> </ul>	<ul style="list-style-type: none"> <li>To learn about commonly held relationship and sex myths and where these originate from;</li> <li>To learn about social norms in relation to sex, particularly</li> </ul>	<ul style="list-style-type: none"> <li>To learn what qualities make someone a positive or negative role model;</li> <li>To learn about the impact of role models on people's health-related behaviour.</li> <li>To discuss media</li> </ul>	<ul style="list-style-type: none"> <li>To learn how 'British values' support community cohesion;</li> <li>To learn about the skills and attributes which support community cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>To learn about the range of opportunities that exist in learning and work;</li> <li>To learn about the experience of taking part in a work experience placement,</li> </ul>

	<p>in a wide range of increasingly pressured scenarios, including asking for help;</p> <ul style="list-style-type: none"> <li>• To learn how to feedback to others, and to use feedback from others, constructively.</li> <li>• To learn about study habits and techniques that support progress;</li> <li>• To learn about the learning expectations for key stage 4.</li> <li>• To discuss the common anxieties that learners face when starting</li> </ul>	<p>respond to debt.</p> <ul style="list-style-type: none"> <li>• To learn about risk in relation to gambling, particularly the prevalence of online gambling;</li> <li>• To learn about the relationship between gambling and debt;</li> <li>• To learn about the ethics of accepting money for activities which are illegal or on the borderline of illegality.</li> </ul>	<p>for young people;</p> <ul style="list-style-type: none"> <li>• To evaluate how sex myths can impose pressure on young people and how to manage this.</li> <li>• To learn about different types of romantic relationship;</li> <li>• To learn how intimate relationships begin;</li> <li>• To learn about the changing nature of relationships over the course of a lifetime.</li> <li>• To learn to recognise pressure, coercion and exploitation in romantic or sexual relationships;</li> <li>• To learn about consent;</li> <li>• To learn about support services and</li> </ul>	<p>representations of alcohol and drug use amongst young people;</p> <ul style="list-style-type: none"> <li>• To learn how to evaluate messages presented by the media within a framework of core personal values.</li> <li>• To learn about consequences of illegal substance use for an individual and their community;</li> <li>• To learn about the health implications of different methods of administering drugs.</li> <li>• To learn about how drug use can influence someone's ability to make decisions;</li> <li>• To learn about the potential risks for young people</li> </ul>	<ul style="list-style-type: none"> <li>• To increase understanding of diversity and diversity of values;</li> <li>• To evaluate offensive behaviour and how it can be challenged;</li> <li>• To learn how to manage conflicting views.</li> <li>• To learn about the risks of radicalisation and extremism;</li> <li>• To learn about the recruitment techniques used by extremist groups.</li> </ul>	<p>including reflection on their expectations and concerns;</p> <ul style="list-style-type: none"> <li>• To learn about the documentation that is required by the school and/or the employer prior to, during and after work experience</li> <li>• To learn about expectations of work experience;</li> <li>• To learn about the attributes that lead to success on work experience;</li> <li>• To learn how to recognise inappropriate and/or unsafe expectations and develop a range of strategies to manage these;</li> </ul>
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	<p>key stage 4 and ways of overcoming these anxieties;</p> <ul style="list-style-type: none"> <li>• To further explore the link between lifestyle choices and emotional and mental wellbeing</li> <li>• To learn about the causes and effects of stigma in relation to mental ill-health;</li> <li>• To learn how to challenge mental health stigma.</li> <li>• To learn how to recognise signs of emotional or mental ill-health;</li> <li>• To learn about the nature of mental health issues</li> </ul>		<p>how to access them.</p> <ul style="list-style-type: none"> <li>• To learn about why relationships breakdown;</li> <li>• To learn how to recognise when relationships are under strain and employ resolution strategies;</li> <li>• To learn about the emotions involved in relationship breakdown and how to manage them.</li> <li>• To explore the influence of media and pornography on relationships</li> </ul>	<p>who are under the influence of drugs.</p>		<ul style="list-style-type: none"> <li>• To learn how to overcome challenges faced during work experience</li> <li>• To learn about responsibilities in the workplace;</li> <li>• To learn how to manage practical problems that might occur during work experience ;</li> <li>• To learn about health and safety in the workplace;</li> <li>• To learn about the rights workers are entitled to and how these are protected in the UK.</li> <li>• To learn about the concept of having a 'personal brand' and</li> </ul>
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	<p>that most commonly affect young people;</p> <ul style="list-style-type: none"><li>• To learn how to access relevant support for emotional and mental health issues.</li></ul>					<p>how this can be managed online;</p> <ul style="list-style-type: none"><li>• To learn about how social media can present both positive and negative messages to employers;</li><li>• To learn about the importance of maintaining a positive online reputation.</li><li>• To learn how to maximise what can be gained from work experience ;</li><li>• To reflect on what they learnt and developed during their work experience placement and how this might affect their future choices.</li></ul>
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<b>Skills AO's</b>	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
	<ul style="list-style-type: none"> <li>• identify their strengths, positive qualities and areas for development, recognising this process as an important life skill;</li> <li>• use this assessment to build self-esteem and confidence ;</li> <li>• reflect on their successes in key stage 3 and explain how to build on these in key stage 4;</li> <li>• explain ways to manage increasingly pressured scenarios, adapt in difficult</li> </ul>	<ul style="list-style-type: none"> <li>• identify and discuss why someone might get into debt;</li> <li>• evaluate the positive and negative reasons for taking on a debt;</li> <li>• describe the difference between manageable and unmanageable debt;</li> <li>• identify and analyse the range of risks of getting into debt;</li> <li>• identify and analyse the range of solutions to getting out of debt;</li> <li>• evaluate the ethical and legal status of pay day</li> </ul>	<ul style="list-style-type: none"> <li>• identify common sex myths and assumptions held about different genders;</li> <li>• describe ways in which these myths are inaccurate or misleading;</li> <li>• suggest why myths exist and where they originate from;</li> <li>• identify misconceptions about what people want from a relationship, including from a sexual relationship;</li> <li>• understand how such myths can put pressure on young people to behave in certain ways;</li> <li>• evaluate the difference between myths and actual social norms for young people;</li> <li>• evaluate the extent to which</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate examples of popular role models;</li> <li>• assess the qualities of their role models;</li> <li>• explain what they can learn from positive role models;</li> <li>• evaluate the benefits of having a positive role model and the challenges of having a negative role model;</li> <li>• describe how people learn what is appropriate behaviour from others' actions;</li> <li>• explain how their own actions can influence others to act;</li> <li>• describe the value in behaving as a strong role model to others</li> <li>• clarify personal values about the acceptability of</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about communities , inclusion, respect and belonging</li> <li>• Understand the Equality Act, diversity and values</li> <li>• Evaluate how social media may distort, misrepresent or target information in order to influence beliefs and opinions</li> <li>• Understand how to manage conflicting views and misleading information</li> <li>• Evaluate how to safely challenge discrimination, including online</li> <li>• How to recognise and respond to extremism and</li> </ul>	<ul style="list-style-type: none"> <li>• explain what they now understand by the terms 'enterprise', 'employment', 'career', 'job', 'profession', 'self-employment' and 'voluntary work';</li> <li>• identify and discuss their expectations of work experience;</li> <li>• recognise the possible benefits to them of having a good work experience placement;</li> <li>• identify and reflect on their concerns regarding work experience;</li> <li>• identify and weigh up the benefits and challenges of a range of work</li> </ul>



	<p>circumstances and reframe disappointments;</p> <ul style="list-style-type: none"> <li>demonstrate increased confidence in their ability to persevere, be adaptable and be resilient in difficult situations;</li> <li>assess the difference between challenges which are worthwhile and those which are not;</li> <li>give accurate and constructive feedback to others;</li> <li>use others' praise and criticism constructively</li> <li>reflect on their thoughts, feelings</li> </ul>	<p>loan companies ;</p> <ul style="list-style-type: none"> <li>evaluate the reasons why people may choose to use payday loan companies ;</li> <li>explain the term 'credit rating' and how a person's credit rating can affect their choices;</li> <li>explain why some people find money concerns hard to talk about and describe the importance of communicating money concerns to others;</li> <li>explain the effects of debt on a person's emotional and mental state;</li> </ul>	<p>pornography has contributed to sex myths;</p> <ul style="list-style-type: none"> <li>recognise that online pornography is associated with extreme and unrealistic imagery;</li> <li>challenge the myths perpetuated by pornography.</li> <li>explain how they would define 'romance' and 'love';</li> <li>explain the differences between asexuality, abstinence and celibacy;</li> <li>explain the importance of commitment in a relationship;</li> <li>explain ways to build new relationships;</li> <li>describe how to demonstrate affection and respect for others, including asking someone to</li> </ul>	<p>drug and alcohol use;</p> <ul style="list-style-type: none"> <li>identify and evaluate examples of drug and alcohol use being glamorised or exaggerated in the media and challenge the messages promoted by them;</li> <li>explain reasons why the media may give an unrealistic representation of drug and alcohol use;</li> <li>compare media representation with statistics about social norms</li> <li>explain how media representations may influence people's choices about drug and alcohol use;</li> <li>describe or demonstrate strategies for managing this influence;</li> <li>challenge stereotypes</li> </ul>	<p>radicalisation</p>	<p>experience placements;</p> <ul style="list-style-type: none"> <li>set goals they would like to achieve during work experience;</li> <li>identify the skills they would like to or expect to develop during the placement;</li> <li>understand the school's expectations regarding documentation before, during and after work experience, e. g. application forms, learner's record book/diary;</li> <li>complete all necessary documentation required before work experience.</li> <li>identify a range of skills and attributes demonstrated by an effective employee;</li> </ul>
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	<p>and concerns about starting key stage 4.</p> <ul style="list-style-type: none"> <li>• identify the learning habits they already have, and which of these are helpful to their learning;</li> <li>• identify areas where they would like to develop their study habits and skills;</li> <li>• describe the differences between expectations for their learning and progress in key stage 3 and key stage 4;</li> <li>• demonstrate learning skills such as how to prioritise workload, establish</li> </ul>	<ul style="list-style-type: none"> <li>• explain how debt may impact relationships with friends and family;</li> <li>• describe how to access debt support services.</li> <li>• suggest examples of common gambling behaviour and evaluate whether these are a worthwhile use of money;</li> <li>• describe the techniques used by gambling sites to attract customers;</li> <li>• analyse why people might choose to gamble and why some gamble more than others;</li> </ul>	<p>be their partner;</p> <ul style="list-style-type: none"> <li>• describe how relationships change as we develop;</li> <li>• explain ways to successfully manage the evolution of relationships over time;</li> <li>• consider the challenges raised by long distance relationships;</li> <li>• describe and demonstrate the importance of skills of compromise, assertiveness and negotiation in relationships.</li> <li>• describe the features of a coercive or exploitative relationship, including the process of grooming;</li> <li>• explain what choice, freedom, and capacity to consent mean;</li> <li>• discuss legal and moral issues related</li> </ul>	<p>relating to young people's use of drugs and alcohol;</p> <ul style="list-style-type: none"> <li>• identify messages in a range of campaign materials about the dangers of drug and alcohol use;</li> <li>• evaluate the effectiveness of campaign materials warning against drug and alcohol use.</li> <li>• explain the potential health risks of different methods of drug use;</li> <li>• explain that drug users are at greater risk of contracting HIV and other blood-borne diseases;</li> <li>• recognise that some drugs can do irreversible physical damage;</li> <li>• describe the wider impacts on society of drug addiction,</li> </ul>		<ul style="list-style-type: none"> <li>• describe the expectations an employer will have of them during work experience;</li> <li>• recognise the part they need to play in achieving their outcomes for work experience;</li> <li>• identify the factors that might lead to making a good impression during work experience;</li> <li>• plan changes they intend to make to their personal organisation and presentation prior to, and during, work experience;</li> <li>• demonstrate variation in communication tone and style</li> </ul>
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	<p>early revision routines, seek advice etc.</p> <ul style="list-style-type: none"> <li>• identify common causes of worry for people moving into key stage 4;</li> <li>• explain what sources of support are available at school, how to access them and how to recognise when they need support;</li> <li>• understand the importance of mental and emotional health to people's overall wellbeing;</li> <li>• explain the link between mental and physical</li> </ul>	<ul style="list-style-type: none"> <li>• explain the probabilities of winning and losing with different forms of gambling;</li> <li>• assess the risks involved in gambling by weighing up the likelihood of different consequences;</li> <li>• identify problems that can be caused by unhealthy gambling behaviours ;</li> <li>• describe the law as it relates to gambling;</li> <li>• identify the support that is available for those with problems associated with gambling and how support</li> </ul>	<p>to consent in increasingly complex situations;</p> <ul style="list-style-type: none"> <li>• understand that consent should never be assumed and should never be treated as a 'one-off';</li> <li>• understand that if someone does not have the freedom or capacity to agree by choice, no one has the right to assume they are consenting;</li> <li>• understand that it is not the victim's fault or responsibility if someone mistakenly assumes consent to do something;</li> <li>• evaluate why victim blaming occurs and why it is wrong;</li> <li>• understand that seeking to make someone more</li> </ul>	<p>including the pressure on hospitals, police and other public services;</p> <ul style="list-style-type: none"> <li>• understand the individual impacts of drug taking, including reputation, criminal record, employment opportunities etc.</li> <li>• describe scenarios where young people might be likely to try drugs and explain why these situations may be dangerous;</li> <li>• identify the factors that may influence a person's decision to take drugs (e.g. alcohol, peer pressure, etc.);</li> <li>• explain how different drugs affect the brain and body;</li> <li>• explain how chemical differences in the brain can affect</li> </ul>		<p>dependent on the audience, situation and purpose of the communication;</p> <ul style="list-style-type: none"> <li>• express increased confidence in their ability to manage disappointments and setbacks;</li> <li>• suggest ways to approach difficult situations during work experience, including how to get help whilst on placement.</li> <li>• explain what they should do if they are ill, late or unhappy during work experience;</li> <li>• understand why they might be asked to do basic, repetitive or mundane tasks whilst</li> </ul>
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	<p>health and wellbeing;</p> <ul style="list-style-type: none"> <li>• suggest how to support their friends and promote their friends' wellbeing;</li> <li>• develop strategies for managing their own and others' worries</li> <li>• identify stereotypes and misinformation relating to mental ill-health;</li> <li>• reflect on why these stereotypes exist and where they come from;</li> <li>• explain how these stereotypes can be further damaging to people who have a mental illness;</li> </ul>	<p>can be accessed;</p> <ul style="list-style-type: none"> <li>• evaluate why people might accept money for illegal activities e.g. re-selling duty-free merchandise, money mules;</li> <li>• understand some of the risks associated with illegal ways of making money;</li> <li>• understand the difference between illegal and risky financial activities.</li> </ul>	<p>vulnerable or misleading someone to elicit trust is wrong, and can be a very serious offence;</p> <ul style="list-style-type: none"> <li>• justify their assessment of when to get help in difficult relationships, including those where a person has promised not to tell anyone;</li> <li>• identify support services for people who have experienced exploitation or rape.</li> <li>• identify common reasons why relationships end and key warning signs that relationships are under strain;</li> <li>• suggest techniques to avoid or resolve relationship conflicts;</li> <li>• demonstrate ways to make amends when</li> </ul>	<p>decision-making and mood;</p> <ul style="list-style-type: none"> <li>• identify examples of dangerous behaviours young people under the influence of drugs may become involved in;</li> <li>• explain why everyday behaviours may become more dangerous when under the influence of drugs.</li> </ul>		<p>on work experience;</p> <ul style="list-style-type: none"> <li>• explain whom they should ask for help, whom to tell and what to do if they make a mistake;</li> <li>• describe health and safety laws and the law relating to young people in the workplace;</li> <li>• recognise their responsibilities and those of the school and employer during work experience;</li> <li>• explain how and why risk assessments are carried out in the workplace;</li> <li>• identify potentially inappropriate or unsafe expectations during work experience;</li> </ul>
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	<ul style="list-style-type: none"> <li>• explain what stigma means and its impact on people's perception of mental health;</li> <li>• explain why some people may find discussing mental ill-health difficult;</li> <li>• describe and demonstrate ways to challenge stigma concerning mental ill-health;</li> <li>• explain why it is important to challenge stigma and stereotypes in relation to mental ill-health.</li> <li>• explain that there is a spectrum of mental health and</li> </ul>		<p>things go wrong;</p> <ul style="list-style-type: none"> <li>• assess when and how a person should walk away from a relationship or situation;</li> <li>• describe the emotions involved in the breakdown of intimate relationships and identify ways to manage these strong and often negative emotions;</li> <li>• describe and demonstrate strategies to manage the break-up of relationships in a positive way;</li> <li>• identify negative responses to relationship breakdown and how these can be harmful to both themselves and others;</li> <li>• explain how to manage negative responses to</li> </ul>			<ul style="list-style-type: none"> <li>• identify laws that are in place to protect worker's rights, including the right to equal pay and protection from discrimination;</li> <li>• explain how workers protect and defend their rights, including the role of contracts, whistleblowing, employment tribunals and trade unions;</li> <li>• explain what a person can do if they are asked to do something they believe is inappropriate or unsafe, or if they face discrimination during their work</li> </ul>
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	<p>ill-health and that the status of their mental wellbeing is likely to change throughout their lives, often in response to external events;</p> <ul style="list-style-type: none"> <li>• recognise different types of mental ill-health including mood, anxiety &amp; eating disorders;</li> <li>• recognise when they or someone else are showing signs of emotional or mental ill-health;</li> <li>• describe strategies for supporting someone who has a mental illness;</li> <li>• analyse the short and long-term</li> </ul>		<p>relationship breakdown (e.g. revenge porn, impact on wider friendship group etc.).</p>			<p>experience placement</p> <ul style="list-style-type: none"> <li>• explain what is meant by a 'personal brand' and 'online reputation';</li> <li>• explain why it is important to maintain a positive image on social media especially when communicating with potential employers or clients;</li> <li>• identify risks in posting something online that they would not want an employer to see;</li> <li>• understand that what they share on social media now may affect their employment opportunities in the future;</li> </ul>
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	<p>effects of different lifestyle choices on emotional and mental health (including drugs, alcohol, lack of sleep);</p> <ul style="list-style-type: none"> <li>• understand the effects of emotional or mental ill-health on those close to the individual affected;</li> <li>• describe the range of support and treatment available for those with emotional or mental health problems, including how best to access local services.</li> </ul>					<ul style="list-style-type: none"> <li>• evaluate the importance of maintaining a positive online reputation, with reference to examples.</li> <li>• understand the concept of positive and negative risk in relation to learning and work and give examples;</li> <li>• identify whether their work experience met or did not meet their expectations</li> <li>• identify and reflect on their conduct during work experience;</li> <li>• plan changes they intend to make to their personal organisation and</li> </ul>
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<b>Exam Board</b>	ASDAN	ASDAN	ASDAN	ASDAN	ASDAN	ASDAN
<b>SMSC</b> (wider dev)	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> <li>• Respect for others</li> <li>• Building and maintaining healthy relationships</li> <li>• Managing risk.</li> <li>• Active listening</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> <li>• Respect for others</li> <li>• Building and maintaining healthy relationships</li> <li>• Managing risk.</li> <li>• Active listening</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> <li>• Respect for others</li> <li>• Building and maintaining healthy relationships</li> <li>• Managing risk.</li> <li>• Active listening</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> <li>• Respect for others</li> <li>• Building and maintaining healthy relationships</li> <li>• Managing risk.</li> <li>• Active listening</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> <li>• Respect for others</li> <li>• Building and maintaining healthy relationships</li> <li>• Managing risk.</li> <li>• Active listening</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> <li>• Respect for others</li> <li>• Building and maintaining healthy relationships</li> <li>• Managing risk.</li> <li>• Active listening</li> </ul>
<b>Cross Curricular Opportunities</b>	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies

Year	Autumn Term		Spring Term		Summer Term	
11	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
<b>Content Overview</b>	<ul style="list-style-type: none"> <li>To reflect on how self-esteem is affected by the judgement of others;</li> <li>To develop attributes, skills and understanding which contribute to a healthy self-concept in the face of challenges</li> <li>To learn about the nature and causes of stress and how to recognise stressors;</li> <li>To learn how to identify the effects of stress and how to manage them.</li> <li>To learn more about</li> </ul>	<ul style="list-style-type: none"> <li>To learn about the next steps to take as part of the decision making process;</li> <li>To learn how to apply for their chosen option.</li> <li>To learn more about the factors that make someone 'employable';</li> <li>To learn about their own 'employability' and how to maximise this;</li> <li>To learn how to 'market' themselves in applications and do</li> </ul>	<ul style="list-style-type: none"> <li>To explore core values and emotions in relation to sexuality;</li> <li>To learn how to effectively communicate wants and needs with a partner.</li> <li>To learn how to handle unwanted attention, including stalking and harassment, both online and offline.</li> <li>To develop greater understanding of the various forms of domestic abuse, including emotional</li> </ul>	<ul style="list-style-type: none"> <li>To learn more about emergency first aid;</li> <li>To learn how to assess the need for different services for emergency and non-emergency situations and how to contact them.</li> <li>To learn about the links between healthy lifestyle choices and the risks associated with certain illnesses;</li> <li>To learn how to analyse the reliability of health information.</li> <li>To learn about giving up harmful substances and the support that is available.</li> <li>To learn how to carry out</li> </ul>	<ul style="list-style-type: none"> <li>To learn about different types of families and changing family structures</li> <li>How to evaluate readiness for parenthood and positive parenting qualities</li> <li>About fertility, including how it varies and changes. Menopause</li> <li>about pregnancy, birth and miscarriage</li> <li>About unplanned pregnancy options including abortion</li> <li>About adoption</li> </ul>	Exams

	<p>effective revision techniques and the habits of effective learners.</p> <ul style="list-style-type: none"> <li>To learn about the option choices available post-16, including assessment of the appropriateness of different choices in their own circumstances;</li> <li>To learn how to access the best and most appropriate information, advice and support for them in relation to future choices.</li> </ul>	<p>well in interviews;</p> <ul style="list-style-type: none"> <li>To learn about the importance of looking for opportunities to enhance their CV;</li> <li>To learn how to manage their 'online presence'.</li> <li>To learn about CVs, personal statements and covering letters.</li> <li>To learn about 'work/life balance' and different types of work.</li> </ul>	<p>and physical abuse and how to respond to them;</p> <ul style="list-style-type: none"> <li>To learn about 'honour based' violence;</li> <li>To learn how to seek help for themselves and others.</li> <li>To learn about the legal, physical and emotional consequences of forced marriage;</li> <li>To challenge religious, racial and gender stereotypes about forced marriage;</li> <li>To learn how to seek appropriate help and support.</li> <li>To learn how to</li> </ul>	<p>testicular self-examination;</p> <ul style="list-style-type: none"> <li>To learn about breast cancer and how to carry out breast self-examination;</li> <li>To learn about cervical cancer and the importance of vaccination against HPV infection and cervical screening.</li> <li>To learn about the importance of taking personal responsibility for health;</li> <li>To learn about accessing and using different medical services independently</li> <li>To learn about the health risks of various cosmetic changes and discuss why people</li> </ul>	<p>and fostering</p> <ul style="list-style-type: none"> <li>How to manage change, loss, grief and bereavement</li> <li>About honour based violence and forced marriage and how to safely access support</li> </ul>	
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			<p>assess and manage risk in new situations, including those associated with attending music festivals and going on holiday without parental supervision;</p> <ul style="list-style-type: none"> <li>To learn about seeking help in unfamiliar settings.</li> </ul>	<p>choose to make permanent changes to their body;</p> <ul style="list-style-type: none"> <li>To learn about sun safety and the risks associated with tanning.</li> </ul>		
<p><b>Skills AO's</b></p>	<ul style="list-style-type: none"> <li>evaluate how mood and self-esteem can be affected by the judgment of others;</li> <li>evaluate when it is more or less important to listen to the judgement of others;</li> <li>reject stereotypes which might limit</li> </ul>	<ul style="list-style-type: none"> <li>identify the research they need to do into the qualifications or experience necessary for the careers they are interested in;</li> <li>demonstrate awareness of the</li> </ul>	<ul style="list-style-type: none"> <li>identify their own core values in relation to intimate relationships and sexuality;</li> <li>recognise that there is diversity in sexual attraction and developing sexuality and explain</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate skills in emergency first aid (building on work in KS3), including dealing with unconsciousness, shock, bleeding and CPR;</li> <li>assess when a situation requires assistance from medical professionals;</li> <li>identify contact</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to:</li> <li>explain how the family unit has changed over time and what social factors have influenced these changes;</li> <li>understand and use vocabulary such as nuclear family, cohabitation, civil</li> </ul>	

	<p>aspirations and career ambitions through discussion and conduct;</p> <ul style="list-style-type: none"> <li>• explain the importance of balancing being ambitious with having unrealistic expectations;</li> <li>• explain how positive self-esteem and self-belief can support perseverance and resilience in the face of difficulties;</li> <li>• express increased confidence in their ability to improve self-esteem and self-belief using learnt strategies;</li> </ul>	<p>timeline for the application process;</p> <ul style="list-style-type: none"> <li>• identify questions to ask when meeting with local Sixth Form and college representatives;</li> <li>• understand the school's procedures for developing individual's references;</li> <li>• demonstrate understanding of the application process relating to their preferred options (Sixth Form, local college, apprenticeships, in</li> </ul>	<p>how people's sexuality can develop over time;</p> <ul style="list-style-type: none"> <li>• describe the difference between gender identity, gender expression and sexual orientation;</li> <li>• identify personal boundaries in relationships and how to communicate these to a partner in increasingly nuanced scenarios;</li> <li>• explain the importance of assertive and open communication with a partner;</li> <li>• describe and demonstrate</li> </ul>	<p>numbers for emergency and non-emergency support;</p> <ul style="list-style-type: none"> <li>• analyse when to call 999, 111 or 101;</li> <li>• teach someone else how to assess if a person is unconscious, has stopped breathing, or has had a cardiac arrest;</li> <li>• teach someone else how to put someone in the recovery position;</li> <li>• demonstrate how to provide first aid to a bleeding casualty;</li> <li>• explain what to do (including first aid, getting help, reporting and personal safety) in a variety of situations such as when someone has been</li> </ul>	<p>partnership, adoption and fertility treatment;</p> <ul style="list-style-type: none"> <li>• building on work in KS3, evaluate the roles and responsibilities of different family members;</li> <li>• challenge stereotypes about the roles of men and women in the family;</li> <li>• evaluate whether they think marriage is important before becoming a parent with someone;</li> <li>• understand the options available to same sex couples who want to make a long term commitment</li> <li>• understand that not everyone can (or will want to) become a biological parent and</li> </ul>	
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	<ul style="list-style-type: none"> <li>• explain how role models have been resilient and worked hard to achieve their goals.</li> <li>• explain what is meant by stress and that it is common to many people at different times and in different forms (e.g. high/low level stress, wanted/unwanted);</li> <li>• identify the common causes and nature of stress and how to recognise stress in themselves and others; <ul style="list-style-type: none"> <li>• explain how stress can have a positive as well as a negative effect;</li> </ul> </li> </ul>	<p>work training etc.).</p> <ul style="list-style-type: none"> <li>• analyse how their interests and experiences contribute to who they are;</li> <li>• evaluate the skills and qualities they have that make them employable and identify those that they would like to develop;</li> <li>• identify opportunities for learning experiences that will increase their skills for employability and enhance their CVs;</li> <li>• identify and evaluate the ways in which</li> </ul>	<p>strategies for negotiating wants and needs with a partner;</p> <ul style="list-style-type: none"> <li>• explain why it might be difficult to take feedback from a partner about behaviours in relationships and describe strategies for managing this;</li> <li>• explain when it is appropriate to compromise and when it is important to stick to core values</li> <li>• describe examples of unwanted attention, including unwanted attention from strangers;</li> </ul>	<p>violently attacked or is ill through drugs or alcohol.</p> <ul style="list-style-type: none"> <li>• evaluate the links between lifestyle choices and health consequence</li> <li>• explain the reasons why people make good or less good lifestyle choices for themselves;</li> <li>• evaluate the reliability of information about health and lifestyle and how these might affect our choices;</li> <li>• assess the reasons why some health information may be inaccurate or misleading;</li> <li>• explain how to reduce the risk of developing many illnesses including a number of cancers through simple</li> </ul>	<p>what options are open to those who cannot conceive naturally.</p> <ul style="list-style-type: none"> <li>• identify the opportunities being a parent provides and the things they might have to, or choose to give up should they chose to become a parent in future;</li> <li>• understand how the choice to become a parent might affect their relationships and lifestyle, now and in the future;</li> <li>• recognise how they might know when, if at all, they are ready to become a parent and identify experiences they would like to have first;</li> </ul>	
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	<ul style="list-style-type: none"> <li>• explain the effects of stress on the body, including the long-term effects of stress if not managed appropriately;</li> <li>• describe and demonstrate several strategies for managing stress;</li> <li>• identify and assess the range of help and support available, explaining how and when to access it.</li> <li>• demonstrate the ability to give, receive and act upon constructive feedback;</li> <li>• exhibit a positive attitude</li> </ul>	<p>candidate s can improve or hinder their own chances at interview;</p> <ul style="list-style-type: none"> <li>• demonstrate the skills and understanding to present themselves in the best possible way and make a good impression at an interview;</li> <li>• demonstrate strategies to both promote their personal brand and avoid damaging their online profile (e.g. through photos, comments etc.).</li> <li>• identify their</li> </ul>	<ul style="list-style-type: none"> <li>• analyse how people feel when someone is paying them unwanted attention;</li> <li>• describe or demonstrate strategies for managing situations where someone's attentions are making them feel uncomfortable;</li> <li>• explain what is meant by the terms 'trolling', 'harassment' and 'stalking';</li> <li>• explain what to do if they feel someone is harassing or stalking them;</li> <li>• evaluate the similarities</li> </ul>	<p>lifestyle choices;</p> <ul style="list-style-type: none"> <li>• identify the help and support that is available to people who want to make healthier lifestyle choices;</li> <li>• describe or demonstrate how to access support.</li> <li>• analyse the reasons why so many young people choose not to smoke, drink or take drugs and reasons why people choose to give up harmful substances;</li> <li>• understand the consequences of passive smoke and the law focused on protecting others from passive smoke;</li> <li>• explain what e-cigarettes are, why they are used by regular</li> </ul>	<ul style="list-style-type: none"> <li>• identify the qualities they feel make someone a good parent;</li> <li>• explain which of those qualities they already have and identify ways in which they would like to change or develop before becoming a parent;</li> <li>• evaluate the effect of good parenting on family life;</li> <li>• weigh up the risks of having children very early or very late in life;</li> <li>• explain how the biological risks of becoming a parent are different for men and women.</li> <li>• define the terms abortion, adoption</li> </ul>	
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	<p>towards constructive feedback and express improved confidence in maintaining self-belief following disappointing feedback;</p> <ul style="list-style-type: none"> <li>• differentiate helpful from unhelpful feedback;</li> <li>• evidence improved team-working, leadership, communication, enterprise, time management and creative thinking skills;</li> <li>• set SMART targets to improve upon identified areas;</li> <li>• trial strategies which could be used to improve on</li> </ul>	<p>achievements and the responsibilities they have held that they are proud of and evaluate how these might contribute to their career progression and provide evidence to support job, college and university applications;</p> <ul style="list-style-type: none"> <li>• explain the nature and purpose of a CV, personal statement and covering letter;</li> <li>• identify the features that make a CV, personal</li> </ul>	<p>s and differences between online and offline harassment;</p> <ul style="list-style-type: none"> <li>• explain the consequences of harassment for both the victim and the perpetrator</li> <li>• suggest what someone should do if they are concerned about harassment on or offline.</li> <li>• understand that everyone has the right to be in a healthy relationship and that physical and emotional violence in relationships is always unacceptable;</li> </ul>	<p>smokers to reduce the impacts of smoking and their potential risk if used by non-smokers;</p> <ul style="list-style-type: none"> <li>• identify the help and support that is available to people who choose to give up harmful substances (e.g. cigarettes, alcohol, drugs) and the factors that make quitting easier;</li> <li>• explain how best to support someone close to them who is trying to stop smoking, drinking or using drugs;</li> <li>• describe or demonstrate how to access support.</li> <li>• explain how to reduce the risk of developing many illnesses</li> </ul>	<p>and fostering;</p> <ul style="list-style-type: none"> <li>• describe the similarities and differences between adoption and fostering;</li> <li>• explain reasons why some people may choose to adopt and/or foster children;</li> <li>• explain reasons why a child may be placed for adoption or fostering;</li> <li>• explain their own core values about sex, parenthood and when life begins and how these values impact on choices a person might make;</li> <li>• recognise that choices following an unplanned pregnancy are never easy;</li> </ul>	
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	<p>identified areas for development;</p> <ul style="list-style-type: none"> <li>• explain how to effectively utilise time and resources to support attainment of goals.</li> <li>• identify a range of revision techniques and strategies;</li> <li>• evaluate the effectiveness of various revision techniques for them;</li> <li>• apply the use of different revision techniques to various subjects;</li> <li>• explain the importance of having a revision timetable and beginning revision early;</li> </ul>	<p>statement or covering letter effective and those which make them less effective;</p> <ul style="list-style-type: none"> <li>• write a compelling CV, personal statement and covering letter</li> <li>• evaluate and explain the benefits, limitations and legal aspects of different types of work, including part time work, zero-hour contracts and temporary contracts ;</li> <li>• understand the term 'work/life</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that physical and emotional abuse in a relationship is always wrong, can take many forms and that both men and women can be abusive partners or victims of abuse;</li> <li>• identify warning signs that someone may be experiencing abuse in their relationship;</li> <li>• understand that people who have suffered abuse have done nothing wrong and need the right support;</li> <li>• identify the range</li> </ul>	<p>including a number of cancers through simple lifestyle choices*;</p> <ul style="list-style-type: none"> <li>• understand that some forms of cancer are not the result of lifestyle choices;</li> <li>• recognise the signs and symptoms of testicular cancer and why it is important for young men to check their testicles regularly and for young women to be equally aware of what to look for;</li> <li>• know how to carry out testicular self-examination or breast self-examination;</li> <li>• identify the risk factors, signs and symptoms of breast cancer and understand that it can affect men as</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate stigma relating to teenage pregnancy and associated choices;</li> <li>• explain the importance of seeking help and advice quickly in the event of an unintended pregnancy;</li> <li>• identify sources of impartial advice and support and describe ways to access help;</li> <li>• evaluate the role of a partner in making decisions regarding the best option following a pregnancy;</li> <li>• explain the legal status of abortion in the UK, including time limits and accepted reasons;</li> </ul>	
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	<ul style="list-style-type: none"> <li>• demonstrate the ability to plan their revision over a period of time, while balancing other demands on their time;</li> <li>• prioritise their learning and revision based on knowledge of their own skills, interests and abilities.</li> <li>• identify, evaluate and access reliable sources of information, advice and support regarding their future education and career;</li> <li>• understand that it is typical for a young person of their age</li> </ul>	<p>balance' and how they might balance a part-time job with school work and leisure;</p> <ul style="list-style-type: none"> <li>• suggest strategies for maintaining a work/life balance both now and in the future;</li> <li>• identify the risks associated with an unhealthy work/life balance;</li> </ul>	<p>of people and organisations that can support those in unhealthy, exploitative or abusive relationships and explain how to access this support;</p> <ul style="list-style-type: none"> <li>• explain strategies for helping someone who is unable or not ready to seek help for themselves</li> <li>• explain the term 'honour' based violence and who is most at risk;</li> <li>• explain why 'honour' based violence occurs;</li> <li>• suggest how to</li> </ul>	<p>well as women;</p> <ul style="list-style-type: none"> <li>• explain when to carry out breast self-examination and why it is important for women to do this monthly, after their period;</li> <li>• explain the feelings and emotions discovering a lump might cause, including fear and denial, and how these feelings can be managed;</li> <li>• understand the cervical screening programme and explain why it is important to maintain regular checks</li> <li>• explain how and why people should take increased responsibility for their own health as they grow older;</li> </ul>	<ul style="list-style-type: none"> <li>• explain alternative ethical opinions about abortion, including the terms pro-life and pro-choice;</li> <li>• explain the physical and emotional consequences of choosing to have an abortion.</li> <li>• identify and analyse the reasons why any relationship might change or end;</li> <li>• identify and analyse the effects of family breakdown on young people;</li> <li>• develop skills for managing strong emotions related to family breakdown;</li> <li>• identify and understand the feelings people</li> </ul>	
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	<p>not to know what they want to do in the future;</p> <ul style="list-style-type: none"> <li>• describe how best to keep their options open through their post-16 choices, in the light of potential uncertainty as to their future pathway;</li> <li>• recognise the features of modern career pathways, how they are changing and how they can best prepare for an uncertain future;</li> <li>• identify the range of options available in education and work;</li> <li>• evaluate and describe the</li> </ul>		<p>safely seek help for themselves, or someone they know, if they were concerned about 'honour' based violence;</p> <ul style="list-style-type: none"> <li>• identify what a forced marriage is and how it is distinguished from an arranged marriage or other form of legal marriage;</li> <li>• explain why forced marriage is against the law and the consequences of breaking this law;</li> <li>• recognise that forced marriage is a cultural</li> </ul>	<ul style="list-style-type: none"> <li>• understand the importance of regular dental and eye check-ups;</li> <li>• recognise issues and feelings young people might have around booking and attending doctor's or sexual health clinic appointments on their own and challenge these concerns;</li> <li>• explain how to access their doctor, school nurse, clinics and other health services and how to book appointments ;</li> <li>• understand what doctors and clinics will keep confidential;</li> <li>• explain how to use a prescription to access medicines and the importance of</li> </ul>	<p>experience when somebody they are close to dies;</p> <ul style="list-style-type: none"> <li>• recognise that it is normal to feel a range of emotions when someone dies, including guilt and anger;</li> <li>• identify and evaluate ways of coping, and supporting others;</li> <li>• explain what support is available to young people and how to access support if they are affected by divorce or bereavement.</li> </ul>	
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	<p>benefits and limitations of each option for them;</p> <ul style="list-style-type: none"> <li>clarify and analyse their current thoughts about a future career and how this relates to their option choices;</li> <li>recognise the need for contingency or back-up plans and, where possible, identify their 'Plan B'.</li> </ul>		<p>practice and is not linked to any specific race or religion;</p> <ul style="list-style-type: none"> <li>explain that victims and perpetrators of forced marriage can be of any gender;</li> <li>evaluate possible reasons why forced marriages happen;</li> <li>explain why forced marriage is detrimental to physical and emotional wellbeing;</li> <li>recognise the range of risks and challenges faced by someone who is trying to resist a</li> </ul>	<p>taking medicines correctly, including completing the full course of treatment (especially in the case of antibiotics) and not passing on prescribed medications to others;</p> <ul style="list-style-type: none"> <li>explain the importance of discussing medication side-effects with their doctor/nurse/pharmacist.</li> <li>evaluate how important the way a person looks is to their self-image and self-esteem;</li> <li>explain the risks to health of aesthetic procedures such as tattoos and body piercings;</li> <li>explain the risks to health of cosmetic surgery;</li> </ul>		
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			<p><b>forced marriage;</b></p> <ul style="list-style-type: none"> <li>• <b>recognise signs that they, or someone they know, might be at risk of a forced marriage;</b></li> <li>• <b>identify where and how to seek support if they are concerned about themselves or someone they know.</b></li> <li>• <b>explain why independent experiences (e.g. commuting, holidays, musical festivals) can be positive risk taking experiences;</b></li> <li>• <b>identify the potential negative risks a</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>describe how to assess, manage and minimise aesthetic and cosmetic risks;</b></li> <li>• <b>describe the law in relation to various aesthetic and cosmetic procedures;</b></li> <li>• <b>evaluate the reasons young people choose to make permanent changes to their body;</b></li> <li>• <b>identify and evaluate why some people choose to tan their skin;</b></li> <li>• <b>explain the benefits of sunshine for health and emotional wellbeing;</b></li> <li>• <b>analyse the risks associated with tanning and burning the skin, including premature aging and skin cancers;</b></li> </ul>		
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			<p>young person might encounter while enjoying new experiences independently;</p> <ul style="list-style-type: none"><li>• describe how to prepare for new independent experiences to minimise risk;</li><li>• explain how to recognise situations that may become dangerous and when and how to exit these situations;</li><li>• describe how to respond appropriately to security procedure</li><li>• identify the various safety and health issues</li></ul>	<ul style="list-style-type: none"><li>• explain how to manage and minimise this risk.</li></ul>		
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			<p>connected with young people's developing independence (including sun safety, 'binge drinking', drug use, sex, motorcycling/driving, insurance)</p> <ul style="list-style-type: none"><li>• analyse why people might make different choices about alcohol, drugs, sexual activity etc. in more independent contexts than they would in day to day life;</li><li>• describe or demonstrate strategies for managing</li></ul>			
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			<p>the risks to self and others whilst still having a good time;</p> <ul style="list-style-type: none"> <li>• suggest strategies for seeking help in unfamiliar settings (e.g. not knowing anyone, getting lost, being unable to speak the local language).</li> </ul>			
<b>Assessment</b>	Via 'I can statement grid'	Via 'I can statement grid'	Via 'I can statement grid'	Via 'I can statement grid'	Via 'I can statement grid'	Via 'I can statement grid'
<b>Exam Board</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>SMSC</b> (wider dev)	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> <li>• Respect for others</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> <li>• Respect for others</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> <li>• Respect for others</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Developing and maintaining a healthy self-concept</li> <li>• Identifying help and support</li> <li>• Respect for others</li> </ul>



