

Curriculum Overview 2021/22

Subject: Personal Development

Contributors: Hannah Speakman

Year	Autum	n Term	Spring	g Term	Summe	er Term
Core themes	Half Term 1 21 sessions HEALTH AND WELLBEING	Half Term 2 24 sessions LIVING IN THE WIDER WORLD	<u>Half Term 3 18</u> <u>sessions</u> <u>RELATIONSHIP</u> <u>S</u>	<u>Half Term 4 18</u> <u>sessions</u> <u>HEALTH AND</u> <u>WELLBEING</u>	<u>Half Term 5 15</u> <u>sessions</u> <u>RELATIONSHIP</u> <u>S</u>	<u>Half Term 6 21</u> <u>sessions</u> LIVING IN THE WIDER WORLD
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 responsibilitie s 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
Citizenshi p Via ASDAN	ASDAN Citizenship- Rights and responsibilitie s	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.	
SMSC Calendar events	 Parent and carer coffee morning School council election EID Macmillan charity event Black History Month National Poetry Day World Teachers Day Young Minds Day Harvest 	 Guy Fawkes Night Armistice Day Anti- bullying week National No- smoking day Road safety week World Aids Day Jumper Charity Day Internation al Human Rights Day Christmas Fair 	 World Peace Day Tower Wood Residential Parent and carer event LGBT History month Young Carers Day Safer Internet Day Chinese New Year Eating Disorder Awareness Week Valentine's Day 	 Red Nose Day Shrove Tuesday, Ash Wednesday and Lent World Book Day Knife Crime Awareness Week Mothers' Day Commonwe alth Day 	 Parent and carer event Easter St George's Day Bikeability and bike safe week Cultural Diversity Day Fruity Friday 	 Healthy Eating Week Fathers' Day End Holiday Hunger Sports Day

Key:	PSHE	Christmas Dinner CEIAG	CITIZENSHIP	RE	PERSONA	SMSC
School lunch link:	Eid-Indian food Black History month- Soul Food	Christmas- Traditional Christmas Dinner	Chinese New Year- Chinese themed food	Shrove Tuesday- Pancakes	L FINANCE Fruity Fridays- Pupils will be given opportunit y to taste a variety of exotic fruits.	Healthy Eating week- Lots of healthy options for pupils to try.

Medium term Plans

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Yea	Autumn Term		Spring	ng Term Sumr		ner Term	
7	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2	
Conte nt Overv iew	 Transition to Secondary school Begin, grow and maintain friendships 	• Understand the skills and qualities associated with enterprise and employabilit y.	Develop the concept of diversity through exploring rights and responsibilit ies.	 Develop skills to assess risks to health from substance abuse. Understand the laws 	• Explore the positive qualities that people might bring to relationship s and to promote self-esteem.	 Understand the impact of financial decisions on ourselves and others. Understand the concepts of spending 	

in a new	Explore	Explore the	relating to	Understand	and saving,
situation.	different	nature of	alcohol and	the	including
	types of	prejudice	tobacco use.	importance	managing a
To develop	employment	and ways to		of	simple
each	and roles at	challenge	 Develop 	friendship	budget.
students'	work	and manage	strategies	as a basis	
identity as		them	for	for romantic	
a student	Challenge		managing	relationship	
and to	stereotypes	Explore the	peer	S.	
improve	and	nature of	influence.	Look at	
study skills	expectations	bullying and		risks of	
and	which may	to develop	 Understand 	online	
develop	limit	strategies	the physical	relationship	
students'	aspirations.	for	and	S	
personal		responding	emotional		
responsibili	Clarify	to situations	changes	Explore the	
ty for their	students'	where	young	role of	
own	early	bullying is,	people	parents and	
academic	aspirations	or is	experience	the	
progress.	for future	perceived to	and the	importance	
	career	be taking	importance	of stable	
 Increase 	choice and	place.	of personal	long-term	
understand	relate this to		hygiene.	relationship	
ing of how	their own	Recognise		s for family	
lifestyle	skills and	and manage	Understand	life.	
choices	strengths.	social risks	that young		
can affect	_	of using the	people have		
health.		internet.	the right to		
			protect their		
Develop		Understand	body from		
resilience		that there	inappropriat		
and learn		are different	e and		
strategies		types of	unwanted		
to manage		positive	contact and		
negative		relationship	to		
influences		s and that	understand		
on lifestyle		they share	that actions		
choices		common	such as		
		features.	FGM are		
Personal			illegal and		
safety		Understand	how to get		
strategies		conflict	support.		
and travel		resolution	••		
safety		strategies	Encourage		
		within the	young		
			people to		

	 How to respond in an emergency situation Basic first aid 	Christmas (Christianity), Day of the Dead	context of personal relationship s • Be aware that media portrayal of relationship s may not reflect real life. Chinese New Year, Bodhi Day (Buddhism)	take increased responsibilit y for their own physical health. Easter (Christianity)	Passover (Judaism)	Eid-al-Fitr (Islam)
Skil Is AO' s	Diwali (Hinduism) Students will be able to; • Demonstrat e the ability to work effectively and safely	Students will be able to; • explain what it is to be 'enterprising , • give examples of	Students will be able to; • identify some of the things that make them who they are,	Students will be able to; • identify what they need to know when assessing if a risk to health is	Students will be able to; • explain what is meant by 'values' and clarify their personal	Students will be able to; • explain the roles and responsibiliti es of parents, carers and

in a class	well-known	including	worth	core values	children in
group	individuals	family	taking;	within	families;
Discuss	who could	history,	 recap on the 	relationship	 describe the
issues and	be said to be	religion,	difference	recognise	nature and
feelings	enterprising	race,	between the	the extent	importance of
around	in their	nationality;	medicinal	to which all	marriage,
fitting in	approach to	 identify and 	use of	members of	civil
and being	new	discuss the	prescription	the group	partnerships
left out of	situations:	different	and over-	share many	and other
groups	• list	communitie	the-counter	of the same	stable, long-
Demonstrat	examples of	s they	drugs and	core values:	term
e the	employabilit	belong to;	recreational	 identify and 	relationships
qualities	y skills;	 explain what 	use of	acknowledg	for family life
required to	• identify	is meant by	drugs;	e their own	and bringing
•		the terms	•		up children;
build	their own	'rights' and	 explain the physical 	positive	•
positive	enterprise	rights and 'responsibili	physical,	qualities;	 recognise the factors
relationship	and	ties' and the	behavioural	 recognise 	the factors
S	employabilit		and learning	how these	that lead to
 Identify 	y skills and	difference	effects of	personal	stability in
ways to	areas to	between	the	attributes	long-term
make new	focus on for	them;	substances	could be	relationships
friends in a	developmen	understand	in energy	ingredients	(e.g. shared
new	t;	that	drinks;	of positive	expectations,
situation	•	everyone	 justify their 	relationship	give and take,
 Identify 	demonstrate	shares the	opinion on	S	negotiation,
ways in	enterprise	same basic	what counts	 understand 	empathy
which peer	and	human	as over-	that self-	etc.);
influence	teamwork	rights;	consumptio	esteem is	 recognise the
and/or the	skills by	 recognise 	n of energy	important in	possible
desire to be	working on	that	drinks;	how they	tensions and
liked and fit	a group	everyone	 explain 	relate to	challenges
in with	project;	shares	what they	others:	that can arise
peers might	practise	responsibilit	already	 identify 	when family
lead people	leadership	y for	know about	positive	relationships
to do	skills during	ensuring	nicotine and	qualities in	change;
something	group work	other	alcohol;	friendships	identify
that	activities.	people's	explain	and, in	sources of
conflicts	 recognise 	rights;	what e-	particular,	support for
with their	several	understand	cigarettes	what they	young people
values	different	that people	are and	value in	if family
Demonstrat	employment	are all	evaluate	friends;	relationships
• Demonstrat e strategies	sectors;	unique	their risks:	,	change.
for	,	whilst	· · · · · · · · · · · · · · · · · · ·	 recognise 	 explain the
_	identify	having	understand	how their	• explain the factors which
managing	which	many things	why some	friends	
peer	employment	in common:	people	make them	help people

	influence	sector	explain how	choose to	feel about	identify
	and the	different	• CAPICITI TOW	choose to smoke, use	themselves;	whether an
			diversity			
	desire for	jobs belong	enriches	alcohol or	understand	item or
	peer .	to;	and benefits	other	the positive	service is a
	approval	 list some of 	society;	substances	role friends	'want' or a
	 Explain 	the skills,	explain	and	can play in	'need' and
	how, where	abilities and	ways to	recognise	someone's	justify their
	and when	qualities	protect	that most	life describe	decisions
	they work	that would	people's	young	the	regarding
	best	make	rights,	people of	difference	different
	 Identify 	someone	including	their age	between	items;
	their skills	suited to	their own.	don't;	closeness	 explain the
	and	work in	 explain what 	 explain the 	in	importance of
	strengths	different	is meant by	difference	friendships	assessing
	and	employment	'prejudice'	between	and sexual	something's
	preferred	sectors;	and how it	recreational	attraction,	worth before
	learning	describe	originates;	and	including	spending
	styles	current	explain the	dependence	recognition	money on an
	Demonstrat	employment	distinctions	drug use;	of diversity	item or
	e basic	trends.	between	 identify the 	in sexual	service, even
	personal	explain that	stereotypes,	short and	attraction:	if a person
	organisatio	we all have	prejudice	long term	explain the	can afford it;
	n and time	the same	and	effects on	features of	explain some
	manageme	rights to	discriminati	people who	positive and	of the terms
	nt skills	opportunitie	on and how	drink or	stable	associated
		s in learning	the	smoke	relationship	with ethical
	Identify	and work;	concepts	heavily and	s and those	consumerism
	qualities of	· · · · ·	are linked;	on those	of	, e.g.
	effective	describe	•	around	unhealthy	sustainable,
	assessmen	the meaning	demonstrate	them;	relationship	ethical
	t feedback	of the terms		'	s	
	Explain	'stereotype'	or explain	 assess the 	-	consumer;
	'growth	and	ways to	personal	describe	explain how
	mindset'	'discriminati	challenge	risks of	different	the choices
	Describe	on';	stereotypes	choosing to	levels of	young people
	what	challenge	by going	use alcohol	intimacy	make as
	constitutes	stereotypes	beyond	or tobacco;	and their	consumers
	a balanced	and/or	tolerance to	 identify and 	consequenc	affect others'
	diet	family/cultur	show	explain how	es;	economies
	Describe	al	respect	to access	describe	and
	and assess	expectations	towards	sources of	how the	environments
	the benefits	which may	others and	help and	media	;
	of a	limit	encouraging	support	portrays	 demonstrate
1	balanced	aspirations.	tolerance	when	romantic	the ability to
	diet.	 explain that 	and respect	making	relationship	make choices
	appropriate	a person's	in others;	decisions	s	informed by
	appiopilate	- p 0		about		ethical

 exercise and healthy sleep patterns and explain the potential risks of poor lifestyle choices Describe the impact of screen and phone use late at night Describe the link between mental wellbeing and physical health 	career is their pathway through learning, work and life; describe different types of work, including employment , self- employment and voluntary work; identify things they have enjoyed learning in the past and explain why;	 demonstrate or explain what someone should do if they are experiencin g discriminati on now or in the future; explain what their responsibilit ies are if they witness (or believe someone is experiencin g) discriminati on, including what to say 	 alcohol and smoking, including how to quit. understand the legal position on alcohol and tobacco supply and use, especially as it relates to young people; explain the additional risks related to underage drinking; explain why schools have rules on alcohol 	 describe the possible impact of the media portrayal of relationship s on people's expectation s of their own relationship s explain the roles and responsibili ties of parents, carers and children in families; describe the nature and 	 consideration s when buying products; recognise that short term decisions can have long term financial consequence s explain the relative benefits of saving and spending in everyday situations; explain the importance of careful budgeting for setting and
sources of help and support, including local services • Explain that some lifestyle choices carry risk • Identify the potential influences on their lifestyle choices	 importance of having goals and aspirations and identify their own aspirations; explain how particular subjects and activities can help to achieve them; identify the different factors that motivate 	 agree a definition of bullying; analyse the differences and similarities between different behaviours such as arguing, teasing, bullying and abuse; differentiate between different forms of 	 assess the risks to them of possessing or supplying alcohol or tobacco; describe how alcohol might affect judgement, relationship s and decision making, in particular when binge drinking; 	partnership s and other stable, long-term relationship s for family life and bringing up children; • recognise the factors that lead to stability in long-term relationship s (e.g. shared expectation s, give and	 identify ways someone of their age might increase their income and decrease their spending in order to balance their budget or save money; set up a personal budget.

identifying reliable sources of advice and beaut thinkingit is important to start thinking g;of bir exclusion, exclusion, theatt thinking g;advice and advice and beaut health theatththinking thure today; some of the explain about things that things that things that theatt <br< th=""><th>ing viour.• recognise the possible tensions and e of arise when family e, use ol or• relationship sources of sources of ol or to try ol or to try ol and co;</th></br<>	ing viour.• recognise the possible tensions and e of arise when family e, use ol or• relationship sources of sources of ol or to try ol or to try ol and co;
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situations	identify the	without
where	benefits and	losing
people are	risks	credibility or
being	associated	friends;
asked to do	with using	• reinforce
something	social media	the potential
unsafe.	networks as	risks of
unsare.	a means of	
		saying yes
	making and	to alcohol or
	building	tobacco;
	friendships;	recognise
	•	what people
	demonstrate	who care
	or describe	about them
	strategies	would feel,
	for	say and do if
	managing	
		they used
	this risk,	such
	keeping	substances,
	safe and	and why;
	minimising	identify and
	harm online;	explain how
	describe	to access
	appropriate	sources of
	and	help and
	inappropriat	support
	e ways to	
		when
	treat friends	making
	online;	decisions
	explain	about
	examples of	alcohol and
	cyber	smoking.
	bullying,	explain the
	how to	physical and
	recognise it	emotional
	and how to	
	respond if	changes
		during
	witnessing	puberty and
	or	of growing
	experiencin	up;
	g cyber	explain what
	bullying;	happens
	understand	during
	what trolling	periods
	is, why	
	people do it	(menstruatio

r	
	and how to n) and how
	respond; to manage
	understand the related
	the physical and
	consequenc emotional
	es of symptoms;
	leaving • explain why
	negative involuntary
	comments erections
	on public and wet
	describe happen
	ways to during
	report puberty and
	online how to
	abuse and manage
	to safely them;
	challenge • describe
	and/or how to
	report manage
	intolerance physical and
	online. emotional
	describe changes
	different during and
	types of after
	relationship puberty;
	s • recognise
	qualities of person might feel
	a healthy might feel
	relationship; about these
	describe describe
	how family describe
	set-uns can Strategies
	differ:
	managing
	those
	the roles feelings;
	and • identify
	responsibilit ways of
	les of telling the
	difference
	family between
	members myths,
	and how opinions
	these have and facts

I				
		changed	about	
		over time;	growing and	
		 reflect 	changing;	
		privately on	 explain why 	
		the positive	personal	
		qualities	hygiene is	
			not only	
		they bring	important to	
		to	limit the	
		relationship		
		s. identify	spread of	
		how family	infection but	
		members	is also	
		can affect	important	
		what we do	for self-	
		or think;	esteem and	
		•	affects how	
		demonstrate	people feel	
		the	about	
		developmen	themselves;	
		t of the	•	
		communicat	understand	
			how puberty	
		ion skills of	affects	
		active	personal	
		listening,	hygiene	
		negotiation,	needs; ●	
		offering and	explain that	
		receiving	the way the	
		constructive	media	
		feedback		
		and	portray	
		assertivene	people does	
		SS;	not always	
		• describe	reflect	
		and	reality and	
		illustrate	how this can	
			put pressure	
		ways to	on us in	
		effectively	relation to	
		and safely	our bodies;	
		resolve	identify	
		conflicts	ways that	
		within	social media	
		relationship	impacts on	
		S	body image	
		evaluate		
		when a	and self-	
	I	When a	esteem.	

			situation	•	correctly	
			can be		name the	
			resolved		body parts	
			safely and		which are	
			effectively		affected by	
			by a young		changes	
			person		during	
			themselves			
			and when		puberty;	
				•	explain why	
			additional		someone's	
			support may		genitalia	
			be required;		must not be	
			recognise		touched	
			when family		without their	
			members		consent and	
			are not		how	
			fulfilling		someone	
			their		cannot, by	
			responsibilit		definition,	
			ies and how		consent to	
			young		abuse e.g.	
			people can		unwanted	
			seek help in		touching, or	
			these		FGM;	
			circumstanc	•	explain that	
				•	sometimes	
			es;			
		•	identify		people may	
			sources of		try to 'wear	
			support if		them down'	
			they feel		by	
			they are in		constantly	
			an		trying to	
			unhealthy		persuade or	
			relationship		convince	
			and how to		them to	
			access		agree to	
			them.		unwanted	
					touching	
			describe the		until they	
			way the		feel that	
			media		they have to	
			portray		give in, and	
			relationship		that this is	
			s and		not	
			recognise			
			the possible		'consent';	
L	•		•			

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impact of this on people's opinions and behaviour; explain key differences between real-life relationship s and those shown in the media; apply the concept of stereotyping to the media portrayal of relationship s describe the impact that social media can have on relationship s s	s to describe this (e.g. 'cutting');
the media; • apply the concept of	myths that are told about FGM;
to the media portrayal of relationship	why some people mistakenly
describe the impact that social	is required/des irable for
have on relationship s	daughters; • identify the risks of FGM
ways to support the health and	and future health; • explain how
safety of personal relationship s through	take priority
responsible use of social media.	expectations ; identify who can help and
	support people who are worried about issues

· · · · · · · · · · · · · · · · · · ·		
	related to	
	inappropriat	
	e touch or	
	FGM and	
	explain how	
	to access	
	such help	
	safely.	
	explain how	
	regular trips	
	to the	
	dentist	
	support	
	dental	
	health;	
	explain	
	ways to	
	access	
	medical help	
	in different	
	situations;	
	explain the	
	importance	
	of	
	vaccinations	
	to support	
	immunity;	
	describe	
	how to take	
	medications	
	safely,	
	explain why	
	it is	
	important,	
	including	
	discussing	
	side effects	
	with a	
	medical	
	professional	
	or parent.	

Ass ^{Via 'I c.} grid' me nt Exa ^{N/A} m Boa	an statement	Via 'I can statement grid' N/A	Via 'I can statement grid' N/A	Via 'I can statement grid' N/A	Via 'I can statement grid' N/A	Via 'I can statement grid' N/A
rd SM SC (wid er dev)	on	 Resilience Self- regulation Developing and maintaining a healthy self-concept Identifying help and support Respect for others Building and maintaining healthy relationship s Managing risk. Active listening 	 Resilience Self- regulation Developing and maintaining a healthy self-concept Identifying help and support Respect for others Building and maintaining healthy relationship s Managing risk. Active listening 	 Resilience Self- regulation Developing and maintaining a healthy self-concept Identifying help and support Respect for others Building and maintaining healthy relationship s Managing risk. Active listening 	 Resilience Self- regulation Developing and maintaining a healthy self- concept Identifying help and support Respect for others Building and maintaining healthy relationship s Managing risk. Active listening English text selection Assemblies 	 Resilience Self- regulation Developing and maintaining a healthy self- concept Identifying help and support Respect for others Building and maintaining healthy relationships Managing risk. Active listening

Year	Autum	n Term	Spring	Spring Term		er Term
8	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
Conte nt Overvi ew	 To learn how to get help in different types of emergenc y situation; To learn how to carry out basic first aid and life-saving skills. To learn about risk in relation to personal safety; To learn about the causes of accidents and personal responsibil ity for preventing them; To learn more about road safety and how to manage risk when 	 To learn about rights and responsibili ties in a diverse community ;To reinforce expectation s of equality of opportunity in careers and life choices. 	 To learn about discriminationi n all its forms To learn how individuals and society can challenge discrimination and intolerance To recognise unhelpful influences on behaviour including groupthink and persuasion; To learn techniques to resist unhelpful influences and to promote tolerance amongst their peer group. To learn to voice opinions and beliefs in a constructive, effective, respectful and 	 To learn about the nature of emotional wellbeing and how we can promote it; To learn how others' actions, life events and our circumstances can affect our mental health and wellbeing; To recognise personal strengths and how this promotes a positive self- concept To learn about the nature of and influences on healthy and less healthy body image; To recognise the link between healthy self- esteem and healthy body image. To learn to manage emotional 	 To explore the qualities and behaviours they should expect and exhibit in positive, healthy relationships To consider norms and expectations regarding sexual developmen t and activity; To consider diversity in sexual attraction and how assumptions and stereotypes impact on attitudes to sexuality; To learn about forming new partnerships . To learn about different 	 To explore online communicat ion How to use social networking sites safely How to recognise online grooming in different forms e.g. in relation to sexual or financial exploitation, extremism and radicalisatio n How to respond and seek support in cases of online grooming How to recognise biased or misleading information online How to critically

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on the	meaningful	responses to	levels of	assess different
road.	manner;	change,	intimacy in	
To explore	To practise	challenge and	relationships	media
feelings	showing	adversity, and	, including	sources
about	respect for	learn from	the factors	How to
young	others'	such .	involved and	distinguish
people	viewpoints, on	experiences;	their	between
and drugs;	and offline,	To learn	consequenc	content
To learn	challenging	about	es, as well	which is
about	and critiquing	resilience and	as the	publicly and
different	appropriately;	how to	associated	privately
drugs,	 To recognise 	reframe their	feelings;	shared
their	inappropriate	response to	 To learn 	 About age
effects	and/or unsafe	failure;	about the	restrictions
and drug	expectations	To discuss	pressures	when
use,	of others and	ways to	on young	accessing
focusing	know how to	persevere,	people to	different
especially	address	adapt and be	progress	forms of
on nitrous	these.	resilient in	towards	media
oxide, new	To raise	different	increasing	 How to
psychoacti	awareness of	circumstances	sexual	protect
ve	digital safety	:	intimacy,	financial
substance	issues;	• To learn how	including	security
s and	To develop	to recognise	intercourse	online
cannabis:	strategies to	when they or	in	How to
To learn	safely	others need	relationships	 How to assess and
about the	5	help, sources	, strategies	
potential	manage their online lives.	of help and	for dealing	manage risks in
legal and		strategies for	with that	
0	To develop		pressure	relation to
personal	strategies to	accessing it.	and the	gambling
conseque	effectively	To reflect on	benefits of	and chance
nces of	manage	the nature of	delaying	based
using	digital	loss and how	sex;	transactions
drugs.	contact,	different		
To learn	including	people		
about	development	experience it	the attributes	
responsibil	of the skill of	in different		
ity to	critical	ways;	and skills to	
ourselves	thinking	To learn	effectively	
and other		strategies to	manage	
people in		manage the	communicati	
relation to		intense	on in	
using		emotions that	intimate	
alcohol;		sometimes	relationships	
			To learn	
			about	

To learn		accompany	contraceptio	
about the		loss.	n, especially	
sources of			the pill and	
support			condom;	
available			To learn	
for those			about the	
using			importance	
tohoooo			of	
tobacco,				
alcohol			assertivenes	
and illegal			s when	
drugs;			negotiating	
To learn			contraceptiv	
how to			e use.	
support a				
friend or				
family				
member				
who				
wishes to				
give up				
smoking,				
drinking				
alcohol or				
using				
drugs.				
To learn				
about peer				
influence				
strategies				
and				
language,				
its				
potential				
conseque				
nces, and				
ways to				
manage				
situations				
where				
peers				
want to do				
something				
that they				
don't, or				
where a				
friend				
• • •	•			

offers them something that might be harmful or illegal; • 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 heir behaviour; • To learn about 'social norms regarding young people's				
something that might be harmful or illegal; • 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; • To learn about social norms' regarding	offers			
something that might be harmful or illegal; • 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; • To learn about social norms' regarding	them			
be harmful or illegal; • 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; • To learn about social norms' regarding	something			
be harmful or illegal; • 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; • To learn about social norms' regarding	that might			
 or illegal; 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; To learn about 'social norms' regarding 	be harmful			
 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; To learn about social norms' regarding 	or illegal:			
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; • To learn about social norms' regarding				
how to balance and evaluate the views of their family and friendship group about alcohol, tobacco and drugs about effect these views might have on their behaviour; • To learn about 'social norms' regarding	• 10			
balance and evaluate the views of their family and friendship group about bese views might have on their behaviour; - To learn about 'social norms' regarding	explore			
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; • To learn about 'social norms' regarding	now to			
 evaluate the views of their family and friendship group about alcohol, tobacco and drugs and the effect these views might have on their behaviour; To learn about 'social norms' regarding 				
the views of their family and friendship group about alcohol, tobacco and drugs and the effect these views might have on their behaviour; • To learn about 'social norms' regarding	and			
of their family and friendship group about alcohol, tobacco and drugs and the effect these views might have on their behaviour; • To learn about 'social norms' regarding	evaluate			
family and friendship group about alcohol, tobacco and drugs and the effect these views might have on their behaviour; • To learn about 'social norms' regarding	the views			
friendship group about alcohol, tobacco and drugs and the effect these views might have on their behaviour; • To learn about 'social norms' regarding	of their			
friendship group about alcohol, tobacco and drugs and the effect these views might have on their behaviour; • To learn about 'social norms' regarding	family and			
group about alcohol, tobacco and drugs and the effect these views might have on their behaviour; • To learn about 'social norms' regarding	friendship			
about alcohol, tobacco and drugs and the effect these views might have on their behaviour; To learn about 'social norms' regarding	group			
alcohol, tobacco and drugs and the effect these views might have on their behaviour; To learn about 'social norms' regarding	about			
tobacco and drugs and the effect these views might have on their behaviour; • To learn about 'social norms' regarding	alcohol			
and drugs and the effect these views might have on their behaviour; • To learn about 'social norms' regarding	tobacco			
effect these views might have on their behaviour; To learn about 'social norms' regarding	and drugs			
effect these views might have on their behaviour; To learn about 'social norms' regarding	and the			
these views might have on their behaviour; • To learn about 'social norms' regarding	offect			
views might have on their behaviour; • To learn about 'social norms' regarding				
 might have on their behaviour; To learn about 'social norms' regarding 	lilese			
have on their behaviour; • To learn about 'social norms' regarding	Views			
their behaviour; • To learn about 'social norms' regarding	might			
 behaviour; To learn about 'social norms' regarding 	have on			
To learn about 'social norms' regarding	their			
about 'social norms' regarding				
'social norms' regarding	To learn			
'social norms' regarding	about			
norms' regarding	'social			
regarding	norms'			
young	regarding			
	vouna			
people's	people's			
actual	actual			
alcohol,	alcohol			
tobacco	tobacco			
	and drug			
and drug	and drug			
use and	use and			
how the	now the			
reality	reality			
differs	differs			
from the	from the			
media	media			

	portrayal of young people's habits.					
Skills AO's	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;
	 identify the range of basic first aid and life- saving skills that everyone should have and explain why they are important; explain who to contact, when, how and what informatio n to give in an emergenc y; explain why their own safety must come first; demonstra te how to assess the first aid a person might need in an 	 describe the importance of respecting others' rights in the community; recognise that everyone shares responsibili ty for ensuring other people's rights; explain the terms age discriminati on and disability discriminati on and recognise the impact of these behaviours on the people affected and the communitie s to which they belong; 	 identify the tensions between using the excellent tools the internet provides versus the need to maintain personal safety; identify warning signs of dishonesty in online communicatio n explain ways to reduce the risks associated with use of social networking sites, including risks of online grooming and radicalisation; describe how to resolve unacceptable online behaviour, including reporting 	 understand the characteristics of mental and emotional health and wellbeing and why it is important; challenge the stigma sometimes attached to mental illness; describe the feelings people might have during change and following adversity; 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; identify unhealthy coping strategies and 	 identify and assess the qualities and behaviours to be expected in positive, healthy relationships; recognise that variation in sexual developmen t, activity and attraction is normal and recognise myths about what is the 'norm'; feel good about themselves and respect the feelings of others whatever their sexual orientation; identify reliable sources of information, advice and 	 recognise some of the techniques used by advertisers to sell different products; recognise and explain or demonstrat e strategies to manage peer influence when making purchasing choices; explain what their rights are when purchasing products; understand how and why consumers' rights are protected by law;

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 emergenc y situation; demonstra te how to assess if a person is unconscio us; know when, and demonstra te how, to put someone in the recovery position; know when to use and demonstra te how to perform CPR; recognise the potential impact of misusing 999. identify the most likely threats to a young person's physical and emotional safety outside and inside 	 explain ways to protect people's rights, including their own; explain that we all have the same rights to opportuniti es in learning and work; challenge gender stereotypes , ageism, disability discriminati on and/or family/cultu ral expectation s which may limit aspirations. share ways in which people are both similar and different to others in their community, including the sharing of common values; 	 explain what is meant by the term 'digital footprint'; explain the persistence, visibility, 'spreadability' and 'searchability' of online content and the implications of these qualities*; explain the distinction between what is fun or interesting to share, and that which is more private and best not to share; recognise that online popularity does not necessarily reflect the value or truth of online content; recognise the pressure the desire for online popularity/acc eptance (e.g. likes, shares) 	alternative strategies to support mental and emotional health and wellbeing; explain how a social media presence can affect mental wellbeing; demonstrate an understanding of how a positive self- concept supports perseverance in challenging situations; identify ways to improve self-esteem to support mental and emotional health and wellbeing; identify ways to promote their own emotional wellbeing evaluate the positive and negative impact of social media on self-esteem and body image; analyse the reasons	regarding sexual orientation, sexual developmen t and activity; discuss what the motivation might be for dating someone or having a partner; 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; identify some of the things that people might find difficult in developing new relationships ; identify some of the skills people	situations where they have complaints as consumers • recognise that different financial choices in saving and borrowing carry potential risks and rewards; • understand that banks and 'pay day lenders' will use advertising to persuade people to use their financial services; • understand that there will be positive and negative risks associated with all financial decisions; • demonstrat e strategies for assessing
				skills people might want to develop in order to	assessing and managing the risk

	· · · · ·				
	'institutiona	the potential	and look at	form healthy	associated
understan	l racism'	implications of	online images;	new	with the
d how	and	this;	 explain how 	relationships	sorts of
threats to	'religious	 consider 	being unique	.explain the	financial
their	intolerance'	reasons why	should be	importance	choices
safety	; and	some people	celebrated yet	of trust and	they will
might be	analyse	might prefer	can	friendship in	face in the
more or	why some	not to have a	sometimes	intimate	near future.
less likely	people are	highly visible	have a	relationships	
depending	intolerant	online	negative	; .	
on factors	of others;	presence;	impact on self-	describe	
such as	analyse	 share a 	concept;	some of the	
place and	the effects	viewpoint on	 identify 	benefits,	
time of	of racism	the	gender	risks and	
day;	and	distinctions	stereotypes,	consequenc	
recognise	religious	between	explain the	es of	
different	intolerance			different	
types of	On	online and	media's role in	levels of	
behaviour	individuals	offline contact	perpetuating	intimacy;	
		with others;	these and	•	
that could	and	describe the	explain why	 assess the 	
increase	communitie	laws	these should	level of	
their	S	protecting	be challenged;	intimacy that	
chances	 explain 	people's	 explain the link 	they think is	
of having	what they	online data,	between self-	appropriate	
an	should do if	their privacy	esteem and	at different	
accident	they think	and protection	body	stages in	
on the	someone is	from	confidence	relationships	
road;	being	harassment;	and identify	 understand 	
analyse	discriminat	 describe how 	ways to	that intimacy	
the wider	ed against;	to assess	support a	ina	
effects of	•	source	healthy self-	relationship	
road	demonstrat	reliability to	concept.	should be at	
accidents	e strategies	weigh up the	 identify further 	an agreed,	
on those	students	worth and/or	ways to	comfortable	
other than	could use	truth of online	promote their	level for	
the victim;	to	content;	own emotional	both	
explain	challenge	,	wellbeing;	partners and	
strategies	racism and	 describe how 	0,	that it's	
to manage	religious	to identify	define and	possible to	
risk when	intolerance	high quality	explain	be intimate	
	in all their	sites which	resilience;		
on the		provide more	describe how	without	
road;	forms;	reliable	to reframe and	penetrative	
assess	 describe 	information;	learn from	sex;	
the impact	the effects	describe	failure or	 identify the 	
of	of the	strategies to	mistakes;	pressure on	
distraction	media	-		young	

sor	debate on	protect online	describe	people	
'dares' on	migration	safety	different	(perceived	
young	on	including the	aspects of	and actual)	
people's	relationship	proper use of	resilience and	to progress	
behaviour	s within our	webcams and	demonstrate	towards	
and	communitie	location	an	increasing	
safety.	S	services,	understanding	sexual	
 identify 	describe	password	of how to	intimacy,	
and	influences	protection,	persevere	including	
discuss	on	anti-virus	and/or be	sexual	
their	individuals'	software,	resilient in	intercourse	
current	beliefs and	privacy	different	in their	
attitudes	decisions,	settings;	contexts;	relationships	
towards	including	 explain ways 	explain	;	
drug use	peers,	to protect	strategies for	explain the	
amongst	family	financial	reframing	law in	
young	expectation	security	disappointmen	relation to	
people;	s and the	online	ts and	consent and	
identify	media;	or millo	setbacks and	that it is	
the types	 explain 		for promoting	always the	
of legal	how a		perseverance;	legal and	
and illegal	person's		and express	moral	
	core values		increased	responsibilit	
drugs	may be in		confidence in	y of the	
young	conflict with		their ability to	person	
people	the need			seeking	
might use;			apply those	consent to	
assess the	for peer		strategies;	ensure it is	
reasons	approval;		explain why	genuinely	
why young	 explain 		goals are often	e	
people	how people		reached	given;	
might	can		through hard	explain	
choose to	sometimes		work and	strategies	
use drugs,	act		determination	for resisting	
including	differently		over extended	pressure to	
nitrous	when part		periods/repeat	consent	
oxide, new	of a group		ed attempts;	before a	
psychoacti	and		• give	person feels	
ve	describe		examples of	ready for	
substance	ways to		how others	different	
s and	manage		have worked	levels of	
cannabis;	this;		hard to	intimacy,	
•	•		achieve their	including the	
understan	demonstrat		goals and	sharing of	
d the	e ways of		have needed	sexual	
effect	standing up		to reframe	images;	
using	for their		setbacks in		

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drugs	beliefs and	order to understand	
could	boundaries	succeed; the possible	
have on	;	demonstrate benefits of	
their future	• explain	an exploring	
plans;	how their	understanding thoughts,	
•	feelings of	of how self- feelings and	
understan	self-worth	belief and beliefs with	
d what is	lead to	motivational others such	
meant by	confidence	goals support as friends,	
the term	in their	perseverance family and	
ʻqateway	decisions	in challenging professional	
drug';	and vice	situations; s, to help	
_	versa;		
describe			
		demonstrate strategies	
names,	demonstrat	how to be a for dealing	
appearanc	e strategies	supportive with	
e and	we can use	friend and how pressure;	
effects of	to	to promote • recognise	
a range of	challenge	others' the benefits	
drugs;	racism and	wellbeing; of delaying	
explain	religious	 explain who, sex and 	
the legal	intolerance	how and why apply criteria	
terms	explain	to ask for for	
'possessio	their legal	support when 'readiness'	
n', 'supply'	and social	it's needed; for sex;	
and 'intent	responsibili	explain the explain why	
to supply'	ties when	limitations of an individual	
in relation	exercising	online advice, might be	
to drugs;	freedom of	guidance and ready for	
• • • • • • • • • • • •	speech in	support. sex but the	
understan	their	rolationship	
d the three	community;		
classes'	community,		
into which	understand		
the law	that	emotions a • explain how person might intense	
		percentingit	
divides	freedom of	have when feelings can	
drugs and	speech	dealing with a lead to less	
give some	comes with	loss such as a well thought	
examples	responsibili	relationship out choices	
of drugs in	ties and	breakdown or which can	
each	restrictions	bereavement; have	
class;	and does	explain how consequenc	
explain	not mean it	some people's es, and	
the short	is	lives are ways to	
and long	acceptable	manage	
i i i i i i i i i i i i i i i i i i i	to say		

 			-	
term	anything	affected by	such	
effects of	we want or	divorce;	feelings;	
nitrous	that others	 describe the 	•	
oxide, new	need to	characteristics	demonstrate	
psychoacti	agree with	of grief;	effective	
ve	us;	 identify 	communicati	
substance	assess	mental,	on skills	
s and	and debate	,	including	
cannabis	issues	physical,	assertivenes	
on the		social, and		
	effectively,	spiritual	s, active	
body;	expressing	responses to	listening and	
 identify 	disagreem	loss;	valuing of	
and	ent	 describe 	others'	
explain	assertively	activities that	feelings.	
how using	and	can help in	 understand 	
nitrous	showing	coping	basic facts	
oxide, new	respect for	following a	about the	
psychoacti	others'	loss;	contraceptiv	
ve	beliefs;	 identify 	e pill and the	
substance	explain	sources of	condom,	
s or	why	support for	including	
cannabis	comments	different types	how they	
might	made	of loss;	are used;	
affect	online		 explain the 	
someone'	should	 explain ways 		
S	show	to support a	advantages of	
behaviour	similar	friend who is	-	
and the	levels of	dealing with a	contraceptiv	
choices		loss.	e use,	
they	respect as		including the	
	other forms		reduced risk	
make, and the effects	of		of STI	
	communica		transmission	
on those	tion;		when using	
around	 identify 		barrier	
them;	and explain		contraceptiv	
•	inappropria		es;	
understan	te and/or		 analyse why 	
d how the	unsafe		people	
school	expectation		might not	
responds	s from		use	
to	family or		contraceptio	
evidence	community		n and	
of drug	members		describe	
possessio	(including			
n and/or	radicalisati		ways to	
			counteract	
use;	on, FGM		these	

explain	and forced		reasons,	
the legal	marriage);		including	
conseque	-		how to	
nces of	strategies		negotiate	
			condom	
being	to manage			
found in	and, if		use;	
possessio			 explain 	
n of,	challenge		where to	
using,	family/com		obtain	
selling or	munity		contraceptio	
supplying			n and advice	
different	S		about	
classes of			contraceptio	
drugs,	demonstrat		n	
including	e skills of		 recognise 	
cannabis;	compromis		that effective	
identify	e,		contraceptiv	
and	assertivene		e use is a	
discuss	ss and		valued	
the effects			behaviour.	
	negotiation.		benaviour.	
of being				
convicted				
of a drugs	-			
related				
offence or	1			
a person's				
life,				
relationsh	i			
ps, family				
and future				
plans;				
explain				
what				
support is				
available				
to people				
who wish				
to stop				
smoking,				
drinking				
alcohol or				
using				
drugs.				
identify				
and				
explain				
Explain				

what responsibil ity young people might have to use alcohol sensibly; • • understan d the personal and legal conseque nces, for the
responsibil ity young people might have to use alcohol sensibly; understan d the personal and legal conseque nces, for
ity young people might have to use alcohol sensibly; • • understan d the personal and legal conseque nces, for
people might have to use alcohol sensibly; • • understan d the personal and legal conseque nces, for
might have to use alcohol sensibly; • • • • understan d the personal and legal conseque nces, for
have to use alcohol sensibly; understan d the personal and legal conseque nces, for
have to use alcohol sensibly; understan d the personal and legal conseque nces, for
use alcohol sensibly; • understan d the personal and legal conseque nces, for
alcohol sensibly; • understan d the personal and legal conseque nces, for
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nces, for
the
individual
individual
and
others, of
using
alcohol
irresponsi
bly or use
of illegal
drugs;
identify
the
support
available,
how and
when to
access it,
if they are
struggling
to manage
their own
drug-
related
behaviour;
explain
what they
should do
if they
think they,
a friend, or

	someone			
	else is ill			
	or at risk			
	through			
	drug			
	drug			
	related			
	behaviour			
	S			
	•			
	understan			
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	someone			
	to do			
	something			
	they don't			
	want to do			
	can have			
	conseque			
	nces for			
	relationshi			
	relationshi			
	ps and			
	self-			
	esteem as			
	well as			
	physical			
	conseque			
	nces;			
	•			
	demonstra			
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	strategies			
	for			
	managing			
	situations			
	where			
	peers			
	want to do			
	something			
	that they			
	dop't:			
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	demonstra			
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	strategies			
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	they could			
	use if a			
	friend			
	offers			
	them			
	something that might			
	that might			
	be harmful			
	or illegal;			
	 recognise 			
	ways in which their			
	which their			
	family's			
	views			
	about			
	about			
	alcohol,			
	tobacco			
	and drugs			
	might			
	differ from			
	their			
	friendship			
	aroup's			
	group's and			
	consider			
	the impact			
	the impact of this on			
	their			
	decision-			
	making;			
	 recognise 			
	that the			
	majority of			
	young			
	people			
	their age			
	do not			
	drink			
	alcohol,			
	smoke or			
	use drugs			
	regularly and			
	and			
	assess the			
	implication			
	s of this			
L				

Assess ment	on their expectatio ns of drug use. • analyse how these 'norms' differ from the view of young people portrayed in the media. Via 'I can statement grid'	Via 'l can statement grid'	Via 'l can statement grid'	Via 'I can statement grid'	Via 'I can statement grid'	Via 'I can statement grid'
Exam Board	ASDAN	ASDAN	ASDAN	ASDAN	ASDAN	ASDAN
SMSC (wider dev)	 Resilienc e Self- regulatio n Developin g and maintaini ng a healthy self- concept Identifyin g help and support Respect for others Building and maintaini ng 	 Resilience Self- regulation Developin g and maintainin g a healthy self- concept Identifying help and support Respect for others Building and maintainin g healthy relationshi ps 	 Resilience Self- regulation Developing and maintaining a healthy self-concept Identifying help and support Respect for others Building and maintaining healthy relationships Managing risk. Active listening 	 Resilience Self- regulation Developing and maintaining a healthy self- concept Identifying help and support Respect for others Building and maintaining healthy relationships Managing risk. Active listening 	 Resilience Self- regulation Developing and maintaining a healthy self- concept Identifying help and support Respect for others Building and maintaining healthy relationship s Managing risk. 	 Resilience Self- regulation Developing and maintainin g a healthy self- concept Identifying help and support Respect for others Building and maintainin g healthy relationshi ps Managing risk.

	•	healthy relationsh ips Managing risk. Active listening	r • A	Managing risk. Active istening			 Active listening 	 Active listening
Cross Curricula r Opportu nities	Englis selecti Assem	on	English te selection Assembli		English text selection Assemblies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies

Year	Autum	n Term	Spring	g Term	Summe	r Term
9	Half term 1	term 1 Half term 2 Half term 1 Half term 2		Half term 1 Half term 2		
Content Overvie w	 To learn about safe and risky or unsafe social groups; To learn how to recognise and manage 'group think'. 	 To reflect objectively as part of the personal review process; To develop the range of transferabl e skills 	 To explore common causes of conflict between young people and parents; To learn how to manage conflict at home. To learn about why young 	 To learn about social norms in relation to drug use in young people; To learn about the impact of peer pressure on young people's attitudes towards drugs and drug use; 	 To learn about sexually transmitted infections; To learn how to manage the risk of catching STIs and how to access appropriate services; 	 To learn about the skills needed to create a new business; To develop enterprise and teamwork skills through

•	To improve		required		people may	•	To rehearse	•	To learn	working
-	risk		by		choose to run	-	strategies for	-	more about	together.
	identificati		employers.		away from		managing peer		condoms and	together
	on,	•	To learn		home;		influence.		how to use	
	assessment	•	about	•	To learn about		To learn about		them	
	and		different	•	the risks	•	common health		effectively.	
	manageme		types of		associated		risks in relation	•	To learn	
	nt skills;		employme		with running		to choices in	•	about	
•	To learn		nt and the		away from		drug and		contraceptio	
•	about		varied		home;		alcohol use;		n choices and	
	assertivene		nature of	•	To learn how	•	To learn more		how to	
	ss and how		career	•		•				
					to access		about legal		negotiate	
	and when it		pathways;		support		risks in relation		safer sex;	
	is	•	To learn		services		to drug and	•	To learn	
	appropriate		how their	•	To learn about		alcohol use.		about	
	to behave		strengths,		what makes	•	To learn how to		circumstance	
	assertively.		attributes		someone who		manage peer		s that might	
•	To learn		and		they are,		influence in		lead to	
	about the		interests		including their		relation to drug		unprotected	
	identificati		might link		protected		and alcohol		sex and the	
	on of gangs		to future		characteristics;		use;		consequence	
	and the		choices in	•	To learn about	•	To learn how to		s and choices	
	risks in		their		gender identity		manage the		that might	
	belonging		career		and how this		risks and		result from	
	to a gang;		pathway;		may differ		minimise the		it;	
•	To learn	•	To learn		from gender		harm	•	To learn	
	about the		how to		expression or		associated with		about	
	legal and		evaluate		sex assigned at		drug or alcohol		services that	
	physical		their		birth.		use.		are available	
	risks of		changing	•	To learn about	•	To learn about		to young	
	carrying a		aspirations		the effects of		the difference		people who	
	knife.		and		gender		between		have had	
•	To learn		whether		stereotyping;		occasional and		unprotected	
	strategies		they are on	•	To learn how		consistent drug		sex, including	
	to achieve		track to		to recognise		use;		those who	
	a balance		achieve		and challenge	•	To learn about		have become	
	between		them.		transphobia		the social,		pregnant.	
	work,	•	To learn		and gender-		emotional,	•	To discuss	
	leisure and		about the		based		financial and		the portrayal	
	exercise;		range of		discrimination.		physical		of romantic	
•	To learn		options	•	To learn about		consequences		and sexual	
	about the		available		diversity in		of addiction:			
		1		I	antersity in		or addiction,	1		

[]					1
importance	to them in	sexual	To explore the	relationships	
of sleep for	the next	orientation	stereotype of	in the media;	
wellbeing	stages of	and sexual	an 'addict' and	To learn	
and brain	their	attraction and	its accuracy;	about	
function.	education;	how people	 To learn about 	additional	
To learn	To learn	who are not	services that	pressures	
about	strategies	heterosexual	provide	that may	
healthy	to manage	can face	support for	occur in	
eating and	the	discrimination;	those addicted	relationships	
the	decision-	 To learn how 	to drugs or	due to media	
difference	making	to support	alcohol.	influence.	
between a	process for	someone	 To discuss the 	To learn how	
balanced	GCSE	experiencing	thoughts and	to keep social	
diet and	option	difficulties	feelings young	media	
dieting;	choices	with their	people might	profiles	
To gain	and to	sexual	have about	secure and	
further	know	orientation or	starting sexual	not reveal	
insight into	suitable	who is facing	activity;	personal	
the	sources of	discrimination	To learn how to	information;	
influences	further	due to their	manage the	To learn	
on eating	informatio	sexuality.	pressures to	about the	
choices and	n, advice		start sexual	dangers of	
ways to	and		activity;	grooming	
manage	guidance;		• To further	and how to	
negative	To learn		explore what it	recognise the	
influences.	how to		means to be	warning	
• To	manage		'ready' for	signs;	
recognise	uncertainty		sexual activity.	• To learn	
the	in their		To learn about	about the	
importance	future		the meaning	legal,	
of	career and		and importance	emotional	
developing	in the		of consent in all	and social	
resilience	workforce		sexual	consequence	
and learn	in general.		encounters;	s of the	
strategies	0		 To learn about 	sharing of	
to manage			the legal age of	explicit	
disappoint			consent and	images.	
ment to				To reflect on	
promote			why this exists;	students'	
mental			To learn how		
wellbeing;			to seek,	enterprise and	
wendering,			recognise, give,	anu	
			not give and		

To learn ways to	withdraw consent.	employability skills.			
	consent.				
persevere,					
adapt and					
be resilient					
in different					
circumstan					
ces,					
including					
by asking					
for help.					
To learn					
about					
unhealthy					
coping					
strategies					
including					
eating					
disorders					
and self-					
harm;					
To learn					
about					
healthy					
coping					
strategies,					
including					
how to					
access					
sources of					
support. Students will be Students will be Student	ts will be able Students will be able	Students will be able Students will	be		
Skills Students will be Students will be Students will be Students to;	to;	to; able to;	be		
AO's	10,	to, able to,			
• identify • identify •	identify • compare	explain identify t	he		
and and	typical statistics	possible enterpris			
describe reflect on	causes of about young	consequen skills	•		
the how they	conflict people's drug	ces of required	to		
difference believe	between use with the	unprotecte create a			
between others	teens and perception of	d sex, new			
groups of see them	family young	particularly business	5		
friends, and what	members; people's drug	STIs; or service	e;		
social others	use and				
cliques and gangs;	think they are good at;	 explain why conflict at home may 	suggest reasons why there may be	 explain how to reduce the 	• demonstrat e
--------------------------	-------------------------------	--	--	---	----------------------
• describe	identify	be more	a difference;	risk of	enterprise
what	things	common	 suggest 	spreading	and
makes a	they feel	during	reasons why	STIs and	teamwork
healthy,	they are	adolescence;	young people	recognise	skills by
positive	good at	 identify the 	feel	the	working on
friendship	and	emotions	pressured to	prevalence	a group
and	things	caused by	experiment	of the	project.
identify	they feel	conflict at	with drug	commonest	projecti
traits that	they	home;	use;	STI –	
make a	should do	,	 recognise 	Chlamydia;	
friendship	differentl	•	how young	• explain	
unsafe or	y or	parents and	people	that many	
unhealthy	improve	carers may	perpetuate or	STI's can	
·	upon;	impose boundaries	negate this	have few, if	
• explain	•	on	pressure	any, initial	
why the	demonstr		through the	symptoms	
need to	ate,	teenagers;	way they	which can	
belong is	practise	 identify babits or 	speak and	increase	
important	or	habits or	act, both on	the spread	
for young	describe	behaviours	and offline, in	of infection	
people;	the skills	that may	relation to	to other	
• explain	they have	help to	drugs;	partners;	
• explain the	that	reduce	 describe a 	 explain 	
reasons	might	conflict in		• explain that the cue	
why	appeal to	future;	range of contexts	to seek	
-	appear to	describe			
someone may be	employer;	and	where young people might	help should	
excluded		demonstrate	feel	be knowing when a risk	
		strategies for			
from a social	employab ility skills	keeping calm	pressured to	has been taken.	
	-	during	try illegal		
group and	they may	conflict;	substances;	rather than	
the emotions	not have had	describe	rehearse a	the onset of	
		and	range of	symptoms;	
associate	before;	demonstrate	strategies for	explain the	
d with	explain	strategies for	saying 'no' to	effectivene	
being	how skills	resolving	something	ss of	
excluded	they are	conflicts	they feel	condoms,	
from a	learning	amicably.	uncomfortabl	the	
social	now are	 identify 	e with;	importance	
group;	transfera	reasons why	 identify exit 	of each of	
describe	ble to a	young	strategies	the aspects	
positive	career in	people might	that allow	of correct	
strategies	the future			condom	

 			them to form	upp and	1
to	• demonstr	run away	them to 'save	use and	
manage	ate	from home;	face'.	describe or	
or	understa	 identify 	 identify 	demonstrat	
challenge	nding of	'push' and	different	e the	
exclusion	the	'pull' factors	drugs by	correct way	
from a	nature	in relation to	their names,	to use a	
particular	and	running	slang terms	condom;	
group;	possible	away from	and	 recognise 	
 explain 	compone	home;	appearance;	the	
that there	nts of a	explain	 explain why 	importance	
are	career;	alternative	it can be	of	
different	assess	solutions to	difficult to	negotiating	
ways of	the	the problem	know the	safer sex	
respondin	benefits	instead of	strength and	and	
g to	and	running	ingredients of	suggest	
conflict	limitation	away;	a street drug;	ways to	
and that	s of	explain the	 explain the 	assertively	
some	different	physical,	UK drug	do this;	
response	types of	social and	classification	identify	
s may	employm	emotional	s and give	sources of	
have	ent, for	risks	reasons for	sexual	
better	instance	associated	this system;	health	
outcomes	full and	with running		information	
than	part time	away from	 give reasons wby some 	, support	
others;	employm		why some	and	
 explain 	ent, zero-	home;	people	provision	
how peer	hour	 identify and 	consume	and explain	
pressure	employm	challenge	alcohol and	how and	
can	ent	stereotypes	take illegal	when to	
develop	contracts,	associated	drugs;	access	
into	,	with	describe	them.	
bullying	temporar	homelessnes	both physical		
	y omnlov/m	S;	and mental	identify	
behaviour s	employm ent	 identify safe 	health risks	circumstan	
-		people and	associated	ces that	
describe	contracts,	spaces	with the use	might lead	
how	self-	young	of common	to	
bullying	employm	people could	drugs;	unprotecte	
can	ent and	turn to in a	explain the	d sex and	
manifest	voluntary	crisis;	legal status	how to	
in a range	work;	 identify 	of New	manage	
of	 identify 	support	Psychoactive	these;	
dangerou	things	services for	Substances	explain the	
S	they have	young	(formerly	potential	
behaviour	enjoyed	people who	known as	long term	
s for both	learning	are at risk of	legal highs);	consequen	
perpetrato	in the		0 0 - //	ces of	

r					
	r and	past and	running	 understand 	unprotecte
	target;	explain	away from	the legal	d sex,
•	explain	why;	home or who	consequence	particularly
	the •	identify	are	s of taking,	pregnancy
	conseque	personal	homeless.	supplying	and
	nces of	dreams, •	describe	and	unplanned
	being a	career	what makes	trafficking	parenthood
	bystander	goals and	someone	drugs.	
	and	ambitions	who they are	 identify the 	• identify the
	describe	and	and identify	5	choices
				social risks	
	and	recognise	key factors	associated	available
	demonstr	whether	which	with being	following
	ate how to	these	contribute to	under the	unprotecte
1	be an	have	a person's	influence of	d sex and
	upstander	changed	identity;	drugs or	explain
•	explain	over time; •	explain what	alcohol;	what
	what •	analyse	is meant by	 suggest 	emergency
1	'group	the extent	protected	methods to	contracepti
	think' is	to which	characteristi	reduce risks	on is, its
	and how	they are	CS;	to	availability
	this can	'on track'	explain that	themselves	and how to
	influence	to meet	everyone	and others	use it;
	decisions	their	-	when under	evaluate
	and	dreams	has rights		the choices
			and that	the influence	
	actions;	and	these are	of drugs or	available
•	describe	career	protected by	alcohol;	following
	and	goals, in	the Equality	 explain why 	unintended
	demonstr	terms of	Act;	being drunk	pregnancy,
	ate	motivatio •	explain the	or under the	including
	technique	n,	difference	influence of	the option
	s for	personal	between	drugs	of
	managing	organisati	gender	increases an	termination
	'group	on and	identity,	individual's	;
	think'	learning;	gender	vulnerability;	•
	describe •	explain	expression,		understand
	the nature	how	sexual	identify why	that both
		personal		young people	
1	of		orientation	are more at	partners are
1	positive	strengths	and sex	risk than	
	and	, 	assigned at	adults when	responsible
	negative	attributes	birth;	consuming	for
	risk and	,	recognise	drugs or	ensuring
1	identify	strengths	and evidence	alcohol;	contracepti
1	physical	as a	respect for	 identify high 	ve use;
1	and	student	diversity in	pressure	explain
	emotional	and		•	how to
		interests	5	00110710	-
	emotional risks;		gender	contexts	how to negotiate

identify link to	identity and when making	contracepti
situations career	gender a decision	ve use with
where the choice	expression. might be	a partner
potential • identify	explain the difficult;	and reach a
gain is the range	effect of	mutual
worth the of	gender strategies to	decision
risk and options	stereotyping manage	about
situations available	on men and decision-	contracepti
where it is in	women; making in	on choices:
not, and education	recognise high pressure	identify
explain at	and describe situations	sources of
how to different	the types of • describe the	contracepti
make this transition		ve
		information
judgemen al stages;	n faced by addiction and	
t; • evaluate	women, both compare this	, support
identify the	in the past to	and
the benefits	and today; 'occasional	provision
emotions and	explain the use' in	and explain
experienc limitation	effect of relation to	how to
ed during s of each	gender drugs and/or	access
risky option;	stereotyping alcohol;	them
situations • describe	on trans or	explain
; the	non-binary reasons	ways in
explain options	people; addiction	which the
how choices	identify and develops with	media can
'group relating	challenge reference to	misreprese
think' can to KS4	misconcepti both the	nt the
impair available	ons about substance	nature of
someone' to them at	trans people; and the	real-life
s ability to their	trano poopio,	relationship
make school;		s;
decisions • clarify	representatio	• identify
and and		ways in
		which
		pornograph
,		ic material
explain thoughts	the the individual	
why about a	challenges and the wider	is not
someone future	faced by community;	representat
might career	trans people	ive of the
make a and how	as a result of common	sexual
different this might	a gender stereotypes	experience
assessme impact on	binary associated	for most
nt of risk their KS4	system; with being an	people and
when they option	describe or alcoholic or	can give
are in a choices;	demonstrate drug addict;	misleading
		information

	social •	identify	strategies to	explain why	about
	group;	further	support a	alcoholics	consent in
•	a. oup,	research	friend who	and drug	sexual
•	racanica		is. or thinks	addicts are	relationship
	recognise	they need			•
	passive,	to do into	they might	not usually	s;
	aggressiv	the	be, trans;	identifiable	• explain
	e and	qualificati •	identify	by the	how
	assertive	ons or	sources of	stereotype;	viewing
	behaviour	experienc	support,	identify	pornograph
	;	е	including	services to	ic material
•	explain	necessar	organisation	support	can
	why it is	y for the	s and	those with	influence
	better to	careers	helplines	addiction and	expectation
	behave	they are •	explain how	evaluate the	s in
	assertivel	interested	to access	effectiveness	relationship
	y, rather	in;	these	of these.	s;
	than •	identify	sources of	 recognise the 	describe
	passively	the	support	importance	the
	or	'transfera •	describe or	and value of	importance
	aggressiv	ble skills'	demonstrate	the emotional	of effective
	ely, in	that will	strategies to	and caring	and
	most	increase	challenge	components	respectful
	situations	their	transphobia	in	communica
		employab	in their	relationships;	tion
	, idontifu	ility for	school and		regarding
•	identify situations	any	wider society	understand	different
	in which	career	,	the value of	types of
	-	career •	recognise	supportive	sexual
	assertive •		that there is	and honest	activity in
	behaviour	recognise	diversity in	relationships,	5
	may not	that it is	sexual	including the	relationship
	be safe;	typical	attraction	importance of	s
•	_	not to	and that	open	describe
	demonstr	have a	sexual	communicati	how to
	ate or	clear plan	orientation	on;	secure
	explain	for their	can change	• show	personal
	examples	long-term	throughout a	understandin	information
	of	future	person's life;	g of the range	on online
	assertive	and	 recognise 	of conflicting	profiles;
	communi	identify	and describe	thoughts and	evaluate
	cation	ways to	the types of	feelings that	what types
	and the	best keep	prejudice	young people	of personal
	language	their	and	might have	information
	required	options	discriminatio	about	they want
	for	open;	n faced by	starting	to share
	negotiatin •	• •	people who	Starting	with others
	g risky	recognise	are, or are		and those
	gristy	loogiiise			

		situations	the		perceived to		sexual		they want	
			features		be LGBT;		activity;		to keep	
	•	describe	of	•	identify	•	describe		private (e.g.	
		and	modern		sources of		how the		photos);	
		demonstr	career		support and		pressures to	•	identify	
		ate	pathways		advice for		start		warning	
		strategies	, how		young		participating		signs when	
		for	they are		people who		in sexual		communica	
		managing	changing		are, or think		activity may		ting with	
		risk when	and how		they might		vary for boys		strangers	
		going out	they can		be lesbian,		and girls;		online;	
		alone or	best		gay or	•	describe the	•	explain	
		with	prepare		bisexual;		social norms		how	
		friends,	for an	•	describe or		for young		relationship	
		during the	uncertain		demonstrate		people and		s can be	
		day and	future;		strategies to		sexual		developed	
		evening.	 identify, 		support a		activity;		through	
	•	describe	evaluate		friend who	•	evaluate		social	
		what	and		is, or thinks		what it means		media and	
		makes a	access		they might		to be 'ready'		dating sites	
		group of	reliable		be, lesbian,		for sex, both		and identify	
		friends	sources		gay or		as an		the	
		different	of		bisexual;		individual		potential	
		from a	informati	•	describe		and as a		risks	
		gang;	on,		examples of		couple;		associated	
	•	explain	advice		the portrayal	•	explain the		with this;	
		the	and		of LGBT		benefits of	•	identify the	
		manipulat	support		people and		delaying		ways in	
		ion	regarding		relationships		sexual		which	
		technique	their future		in the media;		activity;		young	
		s used by	education	•	evaluate the	•	recognise		people can	
		gangs to	and		impact the		that sexual		be	
		gain new	career;		media can		social norms		pressured	
		members;	•		have in		are often		to share	
	•	explain	• recognise		representing		mischaracteri		explicit	
		why some	the need		and		sed or		images;	
		young	for		changing		exaggerated	•	explain the	
		people	contingen		social views;	•	explain what		consequen	
		may want	cy or	•	describe or		consent is		ces of	
		to join a	back-up		demonstrate		and how it		sharing	
		gang;	plans		strategies		can be		explicit	
	•	describe the risks	and,		people can		recognised in		images (either of	
		involved	where		use to		different		themselves	
			possible,		challenge		contexts;		or others);	
		in gang	identify		homophobia				01 0111015),	
L	I		idontity	I						

initiation	their	and	explain the	describe
ceremoni	'Plan B'	biphobia;	reasons for a	and
es;		explain ways	legal age of	demonstrat
explain		in which	consent and	e
the social,		society can	why this is 16	techniques
legal and		challenge	in the UK;	to avoid
physical		and counter	evaluate	sharing
conseque		homophobia/	understand	sexual
nces of		biphobia and	the	images;
being a		evaluate	consequence	• explain
member		their	s of	what a
of a gang;		effectiveness	disregarding	person can
describe		;	the legal age	do if they
ways that		explain the	of consent;	have
individual		importance	 understand 	shared an
decision-		of LGBT	that everyone	explicit
making		History	has the right	image and
may		month and	to give or not	it has led to
become		Pride	give consent	distressing
compromi		festivals for	for every	consequen
sed		LGBT	sexual	ces.
through		people;	experience	define what
participati		 identify 	and that they	it means to
on in		ways to	have a legal	be
gang		support the	and moral	enterprisin
activities;		rights of	responsibility	g and
explain		LGBT people	to seek	employable
why gang		in their	consent from	;
members		community	sexual	identify
may find		-	partners;	and
it hard to			explain that	demonstrat
leave a			people have a	e the
gang;			right to	learning
evaluate			change their	and
why some			mind and/or	employabili
young			to withdraw	ty skills
people			consent;	that they
may			 explain how 	already
choose to			biological	have;
carry a			arousal and	identify
knife and			strong	how their
how risky			feelings/emot	learning
this			ions can	has
choice is;			affect	developed
,			decision-	their

 · · · · · · · · · · · · · · · · · · ·		
explain	making but employabili	
the law in	that neither is ty skills	
relation to	an excuse to throughout	
carrying a	ignore key stage	
knife,	withdrawal of 3;	
knife	consent;	
crime and	practise the enterprise	
joint	language and skills they	
	skills needed would like	
enterprise		
;	when a to develop.	
•	person	
recognise	doesn't want	
when and	to give, or	
how to	wants to	
get help	withdraw,	
in a	their consent.	
variety of		
situations		
Situations		
including		
when		
someone		
is at risk		
through		
doing		
somethin		
g illegal.		
explain		
the		
importanc		
e of		
achieving		
a balance		
between		
work,		
leisure		
and		
exercise		
for		
physical		
and		
emotional		
wellbeing;		
• assess		
the extent		
to which		

they currently achieve this balance and identify changes they would like to make	
currently achieve this balance and identify changes they would like to make	
achieve this balance and identify changes they would like to make	
this balance and identify changes they would like to make	
balance and identify changes they would like to make	
and identify changes they would like to make	
identify changes they would like to make	
identify changes they would like to make	
changes they would like to make	
they would like to make	
would like to make	
would like to make	
to make	
to balance	
their life	
better;	
suggest	
practical	
platical store they be	
steps they	
could take	
to bring	
about	
those	
changes;	
explain	
the	
importanc	
e of sleep	
e of sleep	
for	
wellbeing	
and brain	
function,	
particular	
y during	
adolescen	
ce;	
share a	
range of	
strategies	
for	
ensuring	
appropriat	
e sleep	
patterns.	
Assess	
the	
distinctio	
n between	

a healthy
and
unhealthy
anneadily
approach
to eating
choices
and
suggest
ways to
make a
diet
healthier;
explain
why
extreme
dieting is
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Assessm	treatment available for people with eating disorders or who are self- harming, and the importanc e of getting help quickly. Via 'I can statement grid'	Via 'I can statement grid'	Via 'I can statement grid'	Via 'l can statement grid'	Via 'l can statement grid'	Via 'I can statement grid'
ent						
Exam Board	ASDAN	ASDAN	ASDAN	ASDAN	ASDAN	ASDAN
SMSC (wider dev)	 Resilience Self- regulation Developin g and maintaini ng a healthy self- concept Identifyin g help and support Respect for others Building and maintaini ng 	 Resilienc e Self- regulatio n Developin g and maintaini ng a healthy self- concept Identifyin g help and support Respect for others Building and 	 Resilience Self- regulation Developing and maintaining a healthy self-concept Identifying help and support Respect for others Building and maintaining healthy relationships Managing risk. 	 Resilience Self- regulation Developing and maintaining a healthy self- concept Identifying help and support Respect for others Building and maintaining healthy relationships Managing risk. 	 Resilience Self- regulation Developing and maintaining a healthy self- concept Identifying help and support Respect for others Building and maintaining healthy relationship s 	 Resilience Self- regulation Developing and maintainin g a healthy self- concept Identifying help and support Respect for others Building and maintainin g healthy relationshi ps

	healthy relationsh ips • Managing risk. • Active listening	maintaini ng healthy relationsh ips • Managing risk. • Active listening	Active listening	• Active listening	 Managing risk. Active listening 	 Managing risk. Active listening
Cross Curricular Opportun ities	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	Autum	n Term	Spring	Term	Summe	r Term
10	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
Content Overvie w	 To build self- esteem through self- awarenes s To learn strategies to promote persevera nce, adaptabili ty and resilience 	 To learn about the effects of debt on an individual and their relationsh ips; To learn about alternative methods to prevent and 	 To learn about commonly held relationship and sex myths and where these originate from; To learn about social norms in relation to sex, particularly 	 To learn what qualities make someone a positive or negative role model; To learn about the impact of role models on people's health-related behaviour. To discuss media 	 To learn how 'British values' support community cohesion; To learn about the skills and attributes which support community cohesion. 	 To learn about the range of opportuniti es that exist in learning and work; To learn about the experience of taking part in a work experience placement,

in a wic		for young	representatio	To increase	including
range o		people;	ns of alcohol	understand	reflection
increas		 To evaluate 	and drug use	ing of	on their
gly	about risk	how sex	amongst	diversity	expectatio
pressu		myths can	young	and	ns and
scenari	•••	impose	people;	diversity of	concerns;
,	gambling,	pressure on	 To learn how 	values;	To learn
includir		young	to evaluate	To evaluate	about the
asking	for y the	people and	messages	offensive	documenta
help;	prevalenc	how to	presented by	behaviour	tion that is
To learn	e of online	manage this.	the media	and how it	required by
how to	gambling;	To learn	within a	can be	the school
feedbac	k • To learn	about	framework of	challenged;	and/or the
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people;		To learn
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		To learn
		about the
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		be gained
		from work
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		To reflect
		on what
		they learnt
		and
		developed
		during
		their work
		experience
		placement
		and how
		this might
		affect their
		future
		choices.
		CI101CE3.

Skills	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to: • evaluate	Students will be able to:	Students will be able to:
AO's	 able to: identify their strengths, positive qualities and areas for developm ent, recognisin g this process as an important life skill; use this assessme nt to build self- esteem and confidence ; reflect on their successes in key stage 3 and explain how to build on these in key stage 4; explain ways to manage increasingl y pressured scenarios, adapt in difficult 	 able to: identify and discuss why someone might get into debt; evaluate the positive and negative reasons for taking on a debt; describe the difference between manageabl e and unmanage able debt; identify and analyse the range of risks of getting into debt; identify and analyse the range of risks of getting into debt; identify and analyse the range of solutions to getting out of debt; evaluate the ethical and legal status of pay day 	 identify common sex myths and assumptions held about different genders; describe ways in which these myths are inaccurate or misleading; suggest why myths exist and where they originate from; identify misconceptio ns about what people want from a relationship, including from a sexual relationship; understand how such myths can put pressure on young people to behave in certain ways; evaluate the difference between myths and actual social norms for young people; evaluate the extent to which 	 evaluate examples of popular role models; assess the qualities of their role models; explain what they can learn from positive role models; evaluate the benefits of having a positive role model and the challenges of having a negative role model; describe how people learn what is appropriate behaviour from others' actions; explain how their own actions can influence others to act; describe the value in behaving as a strong role model to others clarify personal values about the acceptability of 	 Talk about communities , inclusion, respect and belonging Understand the Equality Act, diversity and values Evaluate how social media may distort, misrepresen t or target information in order to influence beliefs and opinions Understand how to manage conflicting views and misleading information Evaluate how to safely challenge discriminatio n, including online How to recognise and respond to extremism and 	 explain what they now understand by the terms 'enterprise', 'employmen t', 'career', 'job', 'profession', 'self- employment 'and 'voluntary work'; identify and discuss their expectation s of work experience; recognise the possible benefits to them of having a good work experience placement; identify and reflect on their concerns regarding work experience; identify and weigh up the benefits and challenges of a range of work

ces and reframe disappoint ments;companies ; ; evaluatehas contributed to sex myths; evaluatealcohol use; identify and evaluatenpladisappoint ments;• evaluate thesex myths; recogniseevaluate evaluate• sex evaluate•reframe disappoint ments;• evaluate the• recognise that onlineevaluate drug and drug and• sex the drug and•reasons thethat online peopledrug and is associated• du du drug and• du du drug andtepeople increased confidence in their ability to persevere,may day loan imagery;with extreme exaggerated in imagery;orin their persevere,day loan companies• challenge the messagesor	xperience lacements; set goals ley would ke to chieve uring work xperience; dentify the kills they ould like to r expect to evelop uring the lacement;
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and describe commitment media • ca	omplete
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	xperience.
	dentify a
demonstrate	ange of
allection and anection and	kills and
Tespection respection of debt and	ttributes
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including	d by an
doking	ffective
	mployee;
state;	

l		h - 4h - in	note the entry	
and	explain	be their	relating to	describe
concerns	how debt	partner;	young	the
about	may	 describe how 	people's use	expectation
starting	impact	relationships	of drugs and	s an
key stage	relationshi	change as we	alcohol;	employer
4.	ps with	develop;	 identify 	will have of
 identify the 	friends and	 explain ways 	messages in a	them during
learning	family;	to	range of	work
habits they	 describe 	successfully	campaign	experience;
already	how to	manage the	materials	 recognise
have, and	access	evolution of	about the	the part
which of	debt	relationships	dangers of	they need to
these are			drug and	,
helpful to	support	over time;	alcohol use;	play in
•	services.	 consider the 	-	achieving
their	 suggest 	challenges	evaluate the	their
learning;	examples	raised by long	effectiveness	outcomes
 identify 	of common	distance	of campaign	for work
areas	gambling	relationships;	materials	experience;
where	behaviour	 describe and 	warning	 identify the
they would	and	demonstrate	against drug	factors that
like to	evaluate	the	and alcohol	might lead
develop	whether	importance of	use.	to making a
their study	these are a	skills of	 explain the 	good
habits and	worthwhile	compromise,	potential	impression
skills;	use of	assertiveness	health risks of	during work
 describe 	money;	and	different	experience;
the	 describe 	negotiation in	methods of	• plan
difference	the	relationships.	drug use;	changes
s between	techniques	 describe the 	explain that	they intend
expectatio	used by	features of a	drug users are	to make to
ns for their	gambling	coercive or	at greater risk	their
learning	sites to		of contracting	personal
and	attract	exploitative	HIV and other	organisation
progress		relationship,	blood-borne	and
in key	customers;	including the		
stage 3	 analyse 	process of	diseases;	presentation
	why	grooming;	recognise that	prior to, and
and key	people	 explain what 	some drugs	during, work
stage 4;	might	choice,	can do	experience;
•	choose to	freedom, and	irreversible	•
demonstra	gamble	capacity to	physical	demonstrat
te learning	and why	consent	damage;	e variation
skills such	some	mean;	describe the	in
as how to	gamble	 discuss legal 	wider impacts	communicat
prioritise	more than	and moral	on society of	ion tone and
workload,	others;	issues related	drug addiction,	style
establish	,			,
			• •	•

early revision routines, seek advice etc. • identify common causes of worry for people moving into key stage 4; • explain what sources of support are available at school, how to access them and how to recognise when they need support; • understan d the importanc e of	 explain the probabilitie s of winning and losing with different forms of gambling; assess the risks involved in gambling by weighing up the likelihood of different consequen ces; identify problems that can be caused by unhealthy gambling behaviours ; describe the law as it relates to gambling; 	to consent in increasingly complex situations; understand that consent should never be assumed and should never be treated as a 'one-off'; 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; understand that it is not the victim's fault or responsibility if someone mistakenly assumes	 including the pressure on hospitals, police and other public services; understand the individual impacts of drug taking, including reputation, criminal record, employment opportunities etc. describe scenarios where young people might be likely to try drugs and explain why these situations may be dangerous; identify the factors that may influence a person's decision to take drugs 	dependent on the audience, situation and purpose of the communicat ion; express increased confidence in their ability to manage disappointm ents and setbacks; suggest ways to approach difficult situations during work experience, including how to get help whilst on placement. explain what they should do if
how to access them and how to recognise when they need support; • understan d the	ces; identify problems that can be caused by unhealthy gambling behaviours ; describe the law as	 one has the right to assume they are consenting; understand that it is not the victim's fault or responsibility if someone 	 people might be likely to try drugs and explain why these situations may be dangerous; identify the factors that may influence a person's 	approach difficult situations during work experience, including how to get help whilst on placement. • explain
 people's overall wellbeing; explain the link between mental and physical 	for those with problems associated with gambling and how support	 victure statuting occurs and why it is wrong; understand that seeking to make someone more 	 different drugs affect the brain and body; explain how chemical differences in the brain can affect 	 experience; understand why they might be asked to do basic, repetitive or mundane tasks whilst

	health and	can be	vulnerable or	decision-	on work
	wellbeing;	accessed;	misleading	making and	experience;
	 suggest 	 evaluate 	someone to	mood;	 explain
	how to	why	elicit trust is	 identify 	whom they
	support	people	wrong, and	examples of	should ask
	their	might	can be a very	dangerous	for help,
	friends	accept	serious	behaviours	whom to tell
	and	money for	offence;	young people	and what to
	promote	illegal	 justify their 	under the	do if they
	their	activities	assessment	influence of	make a
	friends'	e.g.re-	of when to get	drugs may	mistake;
	wellbeing;	selling	help in difficult	become	describe
	develop	duty-free	relationships,	involved in;	health and
	strategies	merchandi	including	explain why	safety laws
	for	se, money	those where a	everyday	and the law
	managing	mules;	person has	behaviours	relating to
	their own	•	promised not	may become	young
	and	understand	to tell anyone;	more	people in
	others'	some of	 identify 	dangerous	the
	worries	the risks	support	when under	workplace;
	 identify 	associated	services for	the influence	 recognise
	stereotype	with illegal	people who	of drugs.	their
	s and	ways of	have	of drugs.	
	misinform	making	experienced		responsibiliti
	ation	money;	exploitation or		es and those of the
			-		school and
	relating to	•	rape.		
	mental ill-	understand	 identify 		employer
	health;	the	common		during work
	 reflect on 	difference	reasons why		experience;
	why these	between	relationships		explain how
	stereotype	illegal and	end and key		and why
	s exist and	risky	warning signs		risk
	where	financial	that		assessment
	they come	activities.	relationships		s are
	from;		are under		carried out
	explain		strain;		in the
	how these		 suggest 		workplace;
	stereotype		techniques to		 identify
	s can be		avoid or		potentially
	further		resolve		inappropriat
	damaging		relationship		e or unsafe
	to people		conflicts;		expectation
	who have		demonstrate		s during
	a mental		ways to make		work
	illness:		amends when		experience;
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	• explain	things go	identify
	what	wrong;	laws that
	stigma	assess when	are in place
	means	and how a	to protect
	and its	person should	worker's
	impact on	walk away	rights,
	people's	from a	including
	perception	relationship or	the right to
	of mental	situation;	equal pay
	health;	describe the	and
	 explain 	emotions	protection
	why some	involved in	from
	people	the	discriminati
	may find	breakdown of	on;
	discussing	intimate	explain
	mental ill-	relationships	how
	health	and identify	workers
	difficult;	ways to	protect and
	describe	manage these	defend their
	and	strong and	rights,
	demonstra	often negative	including
	te ways to	emotions;	the role of
	challenge	describe and	contracts,
	stigma	demonstrate	whistle-
	concernin	strategies to	blowing,
	g mental	manage the	employment
	ill-health;	break-up of	tribunals
	 explain 	relationships	and trade
	why it is	in a positive	unions;
	important	way;	explain
	to	identify	what a
	challenge	negative	person can
	stigma	responses to	do if they
	and	relationship	are asked to
	stereotype	breakdown	do
	s in	and how	something
	relation to	these can be	they believe
	mental ill-	harmful to	is
	health.	both	inappropriat
	explain	themselves	e or unsafe,
	that there	and others;	or if they
	is a	explain how	face
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	of mental	negative	on during
	health and	responses to	their work

r				
	ill-health	relationship		experience
	and that	breakdown		placement
	the status	(e.g. revenge		 explain
	of their	porn, impact		what is
	mental	on wider		meant by a
	wellbeing	friendship		'personal
	is likely to	group etc.).		brand' and
	change			'online
	throughout			reputation';
	their lives,			 explain why
	often in			it is
	response			important to
	to external			maintain a
	events;			positive
	recognise			image on
	different			social
	types of			media
	mental ill-			especially
	health			when
	including			communicat
	mood,			ing with
	anxiety &			potential
	eating			
	disorders;			employers or diapte:
				or clients;
•	recognise			 identify
	when they			risks in
	or			posting
	someone			something
	else are			online that
	showing			they would
	signs of			not want an
	emotional			employer to
	or mental			see;
	ill-health;			 understand
•	describe			that what
	strategies			they share
	for			on social
	supporting			media now
	someone			may affect
	who has a			their
	mental			employment
	illness;			opportunitie
•	analyse			s in the
	the short			future;
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	term			
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different it lifestyle it choices on it emotional it and it mental it health it (including it	evaluate the importance of maintaining a positive online reputation, with
lifestyle i choices on i emotional i and i mental i health i (including i	importance of maintaining a positive online reputation, with
choices on and and and mental and health and	of maintaining a positive online reputation, with
choices on on emotional on and on mental on health on (including on	of maintaining a positive online reputation, with
emotional and mental health (including	maintaining a positive online reputation, with
and mental definition of the second definition	a positive online reputation, with
mental de la construction de la	online reputation, with
health (including	reputation, with
(including	with
	reference to
	examples.
	understand
	the concept
	of positive
	and
d the	negative
	risk in
	relation to
	learning and
	work and
	give
	examples;
	identify
	whether
	their work
• describe	experience
the range	met or did
	not meet
and	their
treatment	expectation
	s
for those •	identify and
with	reflect on
	their
	conduct
	during work
	experience;
	plan
	changes
	they intend
	to make to
	their
	personal
	organisation
	and

Assess	Via 'I can	Via 'I can	Via 'l can statement	Via 'I can statement	Via 'I can statement grid'	Via 'I can statement
ment	statement grid'	statement grid'	grid'	grid'		grid'
	Via (I can	Via (I can	Via (I can statomont	Via (I can statement	Via fl can statement	 presentation as a result of their work experience; evaluate what they have learnt and the skills they have developed during their work experience; recognise how these skills, experience and knowledge will enhance their employabilit y and career identity in the future; analyse the ways in which work experience has influenced their career plans, their approach to learning and their

Exam Board	ASDAN	ASDAN	ASDAN	ASDAN	ASDAN	ASDAN
SMSC (wider dev)	 Resilienc e Self- regulation Developin g and maintaini ng a healthy self- concept Identifyin g help and support Respect for others Building and maintaini ng healthy relationsh ips Managing risk. Active listening 	 Resilience Self- regulation Developin g and maintainin g a healthy self- concept Identifyin g help and support Respect for others Building and maintainin g healthy relationsh ips Managing risk. Active listening 	 Resilience Self- regulation Developing and maintaining a healthy self-concept Identifying help and support Respect for others Building and maintaining healthy relationships Managing risk. Active listening 	 Resilience Self- regulation Developing and maintaining a healthy self- concept Identifying help and support Respect for others Building and maintaining healthy relationships Managing risk. Active listening 	 Resilience Self- regulation Developing and maintaining a healthy self- concept Identifying help and support Respect for others Building and maintaining healthy relationship s Managing risk. Active listening 	 Resilience Self- regulation Developing and maintainin g a healthy self- concept Identifying help and support Respect for others Building and maintainin g healthy relationshi ps Managing risk. Active listening
Cross Curricula r	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies
Opportu nities						

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
Content Overview	 To reflect on how self- esteem is affected by the judgement of others; To develop attributes, skills and understand ing which contribute to a healthy self- concept in the face of challenges To learn about the nature and causes of stress and how to recognise stressors; To learn how to identify the effects of stress and how to manage them. 	 To learn about the next steps to take as part of the decision making process; To learn how to apply for their chosen option. To learn more about the factors that make someone 'employa ble'; To learn about their own 'employa ble'; To learn about their own 'employa bility' and how to maximise this; To learn how to 'market' themselv es in 	 To explore core values and emotions in relation to sexuality; To learn how to effectively communic ate wants and needs with a partner. To learn how to handle unwanted attention, including stalking and harassme nt, both online and offline. To develop greater understan ding of the various forms of domestic abuse, 	 To learn more about emergency first aid; To learn how to assess the need for different services for emergency and non-emergency situations and how to contact them. To learn about the links between healthy lifestyle choices and the risks associated with certain illnesses; To learn how to analyse the reliability of health information. To learn about giving up harmful substances and the support that is available. 	 To learn about different types of families and changing family structures How to evaluate readiness for parenthood and positive parenting qualities About fertility, including how it varies and changes. Menopause about pregnancy, birth and miscarriage About unplanned pregnancy options including abortion About 	Exams

rr						
	effective	well in	and	testicular	and	
	revision	interview	physical	self-	fostering	
	techniques	s;	abuse and	examination;	How to	
	and the	To learn	how to	To learn	manage	
	habits of	about the	respond	about breast	change,	
	effective	importan	to them;	cancer and	loss, grief	
	learners.	ce of	To learn	how to carry	and	
	To learn	looking	about	out breast	bereaveme	
	about the	for	'honour	self-	nt	
	option	opportuni	based'	examination;	About	
	choices	ties to	violence;	To learn	honour	
	available	enhance	To learn	about	based	
	post-16,	their CV;	how to	cervical	violence	
	including	To learn	seek help	cancer and	and forced	
	assessmen	how to	for	the	marriage	
	t of the	manage	themselve	importance of	and how to	
	appropriat	their	s and	vaccination	safely	
	eness of	'online	others.	against HPV	access	
	different	presence'	To learn	infection and	support	
	choices in	:	about the	cervical		
	their own	To learn	legal,	screening.		
	circumstan	about	physical	To learn		
	ces;	CVs,	and	about the		
	To learn	personal	emotional	importance of		
	how to	statement	conseque	taking		
	access the	s and	nces of	personal		
	best and	covering	forced	responsibility		
	most	letters.	marriage;	for health;		
	appropriat	To learn	• To	To learn		
	e	about	challenge	about		
	informatio	'work/life	religious,	accessing		
	n, advice	balance'	racial and	and using		
	and	and	gender	different		
	support for	different	•	medical		
	them in	types of	stereotype s about	services		
	relation to	work.	forced	independentl		
	future	WUIK.		-		
	choices.		marriage;	y To loorn		
	0.10.0001		To learn	To learn		
			how to	about the		
			seek	health risks		
			appropriat	of various		
			e help and	cosmetic		
			support.	changes and		
			To learn	discuss why		
			how to	people		

			assess and manage risk in new situations, including those associate d with attending music festivals and going on holiday without parental supervisio n; • To learn about seeking help in unfamiliar settings.	choose to make permanent changes to their body; • To learn about sun safety and the risks associated with tanning.	
Skills AO's	 evaluate how mood and self- esteem can be affected by the judgment of others; evaluate when it is more or less important to listen to the judgement of others; reject stereotype s which might limit 	 identify the research they need to do into the qualificati ons or experienc e necessar y for the careers they are interested in; demonstr ate awarenes s of the 	 identify their own core values in relation to intimate relationshi ps and sexuality; recognise that there is diversity in sexual attraction and developin g sexuality and explain 	 demonstrate skills in emergency first aid (building on work in KS3), including dealing with unconscious ness, shock, bleeding and CPR; assess when a situation requires assistance from medical professionals ; identify contact 	 Students will be able to: explain how the family unit has changed over time and what social factors have influenced these changes; understand and use vocabulary such as nuclear family, cohabitation, civil

г	e e si se ti c	tim alin -	haw	numbers for	in a when a walk in
	aspirations	timeline	how	numbers for	partnership,
	and career	for the	people's	emergency	adoption
	ambitions	applicatio	sexuality	and non-	and fertility
	through	n	can	emergency	treatment;
	discussion	process;	develop	support;	 building on
	and	 identify 	over time;	 analyse 	work in KS3,
	conduct;	questions	describe	when to call	evaluate the
	explain	to ask	the	999, 111 or	roles and
	the	when	difference	101;	responsibiliti
	importance	meeting	between	• teach	es of
	of	with local	gender	someone else	different
	balancing	Sixth	identity,	how to	family
	being	Form and	gender	assess if a	members;
	ambitious	college	expressio	person is	challenge
	with	represent	n and	unconscious,	stereotypes
	having	atives;	sexual	has stopped	about the
	unrealistic	•	orientatio	breathing, or	roles of men
	expectatio	understa	n;	has had a	and women
	ns;	nd the	 identify 	cardiac	in the family;
	• explain	school's	personal	arrest;	
	• explain how	procedur	boundarie	• teach	evaluate
			s in		whether
	positive self-	es for	-	someone else	they think
		developin	relationshi	how to put	marriage is
	esteem	g in dividual	ps and	someone in	important
	and self-	individual s'	how to	the recovery	before
	belief can	-	communic	position;	becoming a
	support	reference	ate these	 demonstrate 	parent with
	perseveran	s;	to a	how to	someone;
	ce and	•	partner in	provide first	understand
	resilience	demonstr	increasing	aid to a	the options
	in the face	ate	ly .	bleeding	available to
	of	understa	nuanced	casualty;	same sex
	difficulties;	nding of	scenarios;	 explain what 	couples who
	 express 	the	 explain 	to do	want to
	increased	applicatio	the	(including	make a long
	confidence	n process	importanc	first aid,	term
	in their	relating	e of	getting help,	commitment
	ability to	to their	assertive	reporting and	 understand
	improve	preferred	and open	personal	that not
	self-	options	communic	safety) in a	everyone
	esteem	(Śixth	ation with	variety of	can (or will
	and self-	Form,	a partner;	situations	want to)
	belief	local	describe	such as when	become a
	using	college,	and	someone has	biological
	learnt	apprentic	demonstra	been	parent and
	strategies;	eships, in	te	Deen	parent anu
	chategies,	55mp5, m	16		

a avalain	work	stratagios	violently	what options
explain		strategies		
how role	training	for	attacked or is	are open to
models	etc.).	negotiatin	ill through	those who
have been	 analyse 	g wants	drugs or	cannot
resilient	how their	and needs	alcohol.	conceive
and	interests	with a	 evaluate the 	naturally.
worked	and	partner;	links between	 identify the
hard to	experienc	 explain 	lifestyle	opportunitie
achieve	es	why it	choices and	s being a
their goals.	contribut	might be	health	parent
 explain 	e to who	difficult to	consequence	provides
what is	they are;	take	 explain the 	and the
meant by	evaluate	feedback	reasons why	things they
stress and	the skills	from a	people make	might have
that it is	and	partner	good or less	to, or
common to	qualities	about	good lifestyle	choose to
many	they have	behaviour	choices for	give up
people at	that make	s in	themselves:	should they
different	them	relationshi	evaluate the	chose to
times and	employab	ps and	reliability of	become a
in different	le and	describe	information	parent in
forms (e.g.	identify	strategies	about health	future;
high/low	those that	for	and lifestyle	 understand
level	they	managing	and how	how the
stress,	would	this;	these might	choice to
wanted/un	like to	 explain 	affect our	become a
wanted);	develop;	when it is	choices:	parent might
 identify 	 identify 	appropriat	 assess the 	affect their
the	opportuni	e to		relationships
common	ties for	compromi	reasons why some health	and lifestyle,
causes and	learning	se and	information	now and in
nature of	experienc	when it is		the future;
stress and	es that	important	may be	 recognise
how to	will	to stick to	inaccurate or	how they
recognise	increase	core	misleading;	might know
stress in	their	values	explain how	when, if at
	skills for	 describe 	to reduce the	
themselves			risk of	all, they are ready to
and others;	employab	examples of	developing	become a
 explain how stress 	ility and enhance	unwanted	many	
			illnesses	parent and
can have a	their CVs;	attention,	including a	identify
positive as	 identify 	including	number of	experiences
well as a	and	unwanted	cancers	they would
negative	evaluate	attention	through	like to have
effect;	the ways	from	simple	first;
	in which	strangers;		

г		aandidata		lifeetule	i de la diferentia e
	explain	candidate	 analyse 	lifestyle	identify the
	the effects	s can	how .	choices;	qualities
	of stress	improve	people	 identify the 	they feel
	on the	or hinder	feel when	help and	make
	body,	their own	someone	support that	someone a
	including	chances	is paying	is available to	good parent;
	the long-	at	them	people who	explain
	term	interview;	unwanted	want to make	which of
	effects of	•	attention;	healthier	those
	stress if	demonstr	describe	lifestyle	qualities
	not	ate the	or	choices;	they already
	managed	skills and	demonstra	describe or	have and
	appropriat	understa	te	demonstrate	identify
	ely;	nding to	strategies	how to	ways in
	describe	present	for	access	which they
	and	themselv	managing	support.	would like to
	demonstrat	es in the	situations		change or
	e several	best	where	 analyse the reasons why 	develop
	strategies	possible	someone'		before
	for	way and	S	so many	becoming a
	managing	make a	attentions	young people choose not to	5
		good			parent;
	stress;	impressio	are	smoke, drink	evaluate
	 identify 	n at an	making	or take drugs	the effect of
	and assess		them feel	and reasons	good .
	the range	interview;	uncomfort	why people	parenting on
	of help and	•	able;	choose to	family life;
	support	demonstr	 explain 	give up	 weigh up
	available,	ate	what is	harmful	the risks of
	explaining	strategies	meant by	substances;	having
	how and	to both	the terms	 understand 	children very
	when to	promote	'trolling',	the	early or very
	access it.	their	'harassme	consequence	late in life;
	demonstrat	personal	nt' and	s of passive	explain how
	e the	brand	'stalking';	smoke and	the
	ability to	and avoid	explain	the law	biological
	give,	damaging	what to do	focused on	risks of
	receive	their	if they feel	protecting	becoming a
	and act	online	someone	others from	parent are
	upon	profile	is	passive	different for
	constructiv	(e.g.	harassing	smoke;	men and
	e	through	or stalking	 explain what 	women.
	feedback:	photos,	them:	e-cigarettes	define the
	 exhibit a 	comment	evaluate	are, why they	• define the terms
	positive	s etc.).	• evaluate	are used by	
	attitude	 identify 	similaritie		abortion,
	attitude	their	Similaritie	regular	adoption

T	towardo	achievem	o ond	smokers to	and
	towards		s and		
	constructiv	ents and	difference	reduce the	fostering;
	e feedback	the	s between	impacts of	describe
	and	responsib	online and	smoking and	the
	express	ilities	offline	their potential	similarities
	improved	they have	harassme	risk if used	and
	confidence	held that	nt;	by non-	differences
	in	they are	explain	smokers;	between
	maintainin	proud of	the	 identify the 	adoption
	g self-	and	conseque	help and	and
	belief	evaluate	nces of	support that	fostering;
	following	how	harassme	is available to	• explain
	disappointi	these	nt for both	people who	reasons why
	ng	might	the victim	choose to	some
	feedback;	contribut	and the	give up	people may
	•	e to their	perpetrato	harmful	choose to
	differentiat	career	r	substances	
	e helpful	progressi	l averaget	(e.g.	adopt and/or
	from	on and	 suggest 		foster
	-	provide	what	cigarettes,	children;
	unhelpful	evidence	someone	alcohol,	• explain
	feedback;		should do	drugs) and	reasons why
	evidence	to	if they are	the factors	a child may
	improved	support	concerned	that make	be placed
	team-	job,	about	quitting	for adoption
	working,	college	harassme	easier;	or fostering;
	leadership,	and	nt on or	 explain how 	explain their
	communic	university	offline.	best to	own core
	ation,	applicatio	 understan 	support	values about
	enterprise,	ns;	d that	someone	sex.
	timemanag	 explain 	everyone	close to them	parenthood
	ement and	the	has the	who is trying	and when
	creative	nature	right to be	to stop	life begins
	thinking	and	in a	smoking,	and how
	skills;	purpose	healthy	drinking or	these values
	set SMART	of a CV,	relationshi	using drugs;	impact on
	targets to	personal	p and that	 describe or 	choices a
	improve	statement	physical	demonstrate	person
	upon	and	and	how to	
	identified	covering	emotional	access	might make;
		letter;	violence		recognise
	areas;	 identify 		support.	that choices
	• trial	• identity the	in relationahi	explain how	following an
	strategies		relationshi	to reduce the	unplanned
	which	features	ps is	risk of	pregnancy
	could be	that make	always	developing	are never
	used to	a CV,	unaccepta	many	easy;
	improve on	personal	ble;	illnesses	

!-	do matifica d	at a tamp and		in cluding o	
	dentified	statement •	recognise	including a	evaluate
	reas for	or	that	number of	stigma
	evelopme	covering	physical	cancers	relating to
n	,	letter	and	through	teenage
	explain	effective	emotional	simple	pregnancy
h h	ow to	and those	abuse in a	lifestyle	and
e	ffectively	which	relationshi	choices*;	associated
u	tilise time	make	pis •	understand	choices;
a	nd	them less	always	that some	explain the
re	esources	effective;	wrong,	forms of	importance
to	o support •	write a	can take	cancer are	of seeking
a	ttainment	compellin	many	not the result	help and
o	f goals.	g CV,	forms and	of lifestyle	advice
• io	dentify a	personal	that both	choices;	quickly in
	ange of	statement	men and •	recognise	the event of
	evision	and	women	the signs and	an
	echniques	covering	can be	symptoms of	unintended
	nd	letter	abusive	testicular	pregnancy;
	trategies; •	evaluate	partners	· · · · · · · · · · · ·	 identify
	evaluate	and	or victims	why it is	sources of
		explain	of abuse;	important for	impartial
		the •	identify	young men to	advice and
	s of	benefits,	warning	check their	support and
-	arious	limitation	signs that	testicles	describe
	evision	s and	someone	regularly and	ways to
	echniques	legal	may be	for young	access help;
-	or them;	aspects	experienci	women to be	 evaluate the
	apply the	of	ng abuse	equally aware	role of a
	se of	different	in their	of what to	partner in
		types of	relationshi	look for;	making
	evision	work,	p; •	know how to	decisions
= =	echniques	including •	F ,	carry out	regarding
	o various	part time	understan	testicular	the best
		work,	d that	self-	option
	ubjects;	zero-hour	people	examination	following a
	explain	contracts	who have	or breast self-	5
	he	and	suffered	examination;	pregnancy;
	nportance	temporar	abuse •	,	explain the
	f having a	y	have done	identify the	legal status
	evision	contracts	nothing	risk factors,	of abortion
	metable		wrong and	signs and	in the UK,
	nd oginning	,	need the	symptoms of	including
b b	eginning	understa	right	breast cancer	time limits
	evision	nd the		and	and
e e	arly;	term •	support;	understand	accepted
		'work/life	identify	that it can	reasons;
		work/ille	the range	affect men as	

	holonoo?	of manual	well as	
•	balance'	of people		• explain
demonstra		and	women;	alternative
e the	they	organisati	explain when	ethical
ability to	might	ons that	to carry out	opinions
plan their	balance a	can	breast self-	about
revision	part-time	support	examination	abortion,
over a	job with	those in	and why it is	including the
period of	school	unhealthy,	important for	terms pro-
time, while		exploitativ	women to do	life and pro-
balancing	leisure;	e or	this monthly,	choice;
other	 suggest 	abusive	after their	 explain the
demands	strategies	relationshi	period;	physical and
on their	for	ps and	explain the	emotional
time;	maintaini	explain	feelings and	consequenc
prioritise	ng a	how to	emotions	es of
their	work/life	access	discovering a	choosing to
learning	balance	this	lump might	have an
and	both now	support;	cause,	abortion.
revision	and in the	 explain 	including fear	 identify and
based on	future;	strategies	and denial,	analyse the
knowledge	e • identify	for	and how	reasons why
of their	the risks	helping	these	any
own skills	. associate	someone	feelings can	relationship
interests	d with an	who is	be managed;	might
and	unhealthy	unable or	• understand	change or
abilities.	work/life	not ready	the cervical	end;
 identify, 	balance;	to seek	screening	 identify and
evaluate	,	help for	programme	analyse the
and acces	s	themselve	and explain	effects of
reliable		S	why it is	family
sources of	F	explain	important to	breakdown
informatio		the term	maintain	on young
n, advice		'honour'	regular	people;
and		based	checks	 develop
support		violence	 explain how 	• develop skills for
regarding		and who	and why	
their future		is most at	people	managing
education	-	risk;	should take	strong
and career		• explain	increased	emotions related to
	,	why	responsibility	related to
• understan	a	'honour'	for their own	family
that it is	~	based	health as	breakdown;
		violence		 identify and
typical for		occurs;	they grow	understand
a young			older;	the feelings
person of		 suggest 		people
their age		how to		

not to	safely	understand	experience
know what	seek help	the	when
they want	for	importance of	somebody
to do in the	themselve	regular dental	they are
future;	s, or	and eve	close to
describe	someone	check-ups;	dies;
how best	they	recognise	recognise
to keep	know, if	issues and	that it is
their	they were	feelings	normal to
options	concerned	young people	feel a range
open	about	might have	of emotions
through	'honour'	around	when
their post-	based	booking and	someone
16 choices,	violence;	attending	dies,
in the light	identify	doctor's or	including
of potential	what a	sexual health	guilt and
uncertainty	forced	clinic	anger;
as to their	marriage	appointments	 identify and
future	is and	on their own	evaluate
pathway;	how it is	and	ways of
recognise	distinguis	challenge	coping, and
the	hed from	these	supporting
features of	an	concerns;	others;
modern	arranged	 explain how 	explain
career	marriage	to access	what
pathways,	or other	their doctor,	support is
how they	form of	school nurse,	available to
are	legal _.	clinics and	young
changing	marriage;	other health	people and
and how	explain	services and	how to
they can	why	how to book	access
best	forced	appointments	support if
prepare for	marriage	;	they are
an	is against	 understand 	affected by
uncertain	the law	what doctors	divorce or
future;	and the	and clinics	bereavemen
identify	conseque	will keep	t.
the range	nces of	confidential;	
of options	breaking	 explain how 	
available in	this law;	to use a	
education	• recognise	prescription	
and work;	that	to access	
evaluate	forced	medicines	
and	marriage	and the	
describe	is a	importance of	
the	cultural		

bene	efits	practice	taking	
and		and is not	medicines	
limita	ations	linked to	correctly,	
of ea	ach	any	including	
optic	on for	specific	completing	
them		race or	the full	
	ify and	religion;	course of	
analy		explain	treatment	
their		that	(especially in	
curre		victims	the case of	
		and	antibiotics)	
	ughts		and not	
abou		perpetrato		
futur	-	rs of	passing on	
	er and	forced	prescribed	
how		marriage	medications	
	tes to	can be of	to others;	
their		any •	explain the	
optic		gender;	importance of	
choie	ices; •	evaluate	discussing	
• reco	ognise	possible	medication	
the n		reasons	side-effects	
for		why	with their	
_	tingenc	forced	doctor/nurse/	
	back-	marriages	pharmacist.	
up pl		happen; •	evaluate how	
	, where •	explain	important the	
	sible,	why	way a person	
ident		forced	looks is to	
	r 'Plan		their self-	
B'.	Fidii	marriage		
В.		is	image and	
		detrimenta	self-esteem;	
		I to •	explain the	
		physical	risks to	
		and	health of	
		emotional	aesthetic	
		wellbeing;	procedures	
	•	recognise	such as	
		the range	tattoos and	
		of risks	body	
		and	piercings;	
		challenge •	explain the	
		s faced by	risks to	
		someone	health of	
			cosmetic	
		who is		
		trying to	surgery;	
		resist a		

	forced	describe	
	marriage;	how to	
	recognise	assess,	
	signs that	manage and	
	they, or	minimise	
	someone	aesthetic and	
	they	cosmetic	
	know,	risks;	
	might be	describe the	
	at risk of a		
	forced	relation to	
	marriage;		
		various	
	identify	aesthetic and	
	where and		
	how to	procedures;	
	seek	evaluate the	
	support if	reasons	
	they are	young people	
	concerned	choose to	
	about	make	
	themselve	permanent	
	s or	changes to	
	someone	their body;	
	they	identify and	
	know.	evaluate why	
	explain	some people	
	why	choose to tan	
	independe		
	nt	explain the	
	experienc	benefits of	
	es (e.g.	sunshine for	
	commutin	health and	
	g,		
	y, holidays,	emotional	
	musical	wellbeing;	
	festivals)	analyse the	
		risks	
	can be	associated	
	positive	with tanning	
	risk taking	ana banning	
	experienc	the skin,	
	es;	including	
	identify	premature	
	the	aging and	
	potential	skin cancers;	
	negative		
	risks a		
1			

young • explain how
person to manage
might and minimise
encounter this risk.
while
enjoying
new
experienc
es
US independe
independe
ntly;
describe
how to
prepare
for new
independe
nt
experienc
es to
minimise
risk;
• explain
how to
recognise
situations
that may
become
dangerous
and when
and how
to exit
these
situations;
describe
how to
respond
appropriat
ely to
security
procedure
identify
• Identify the
various
safety and
health
issues

connected
with
young
people's
developin
a
g independe
nacpende
nce
(including
sun
safety,
'binge
drinking',
drug use,
sex,
motorcycli
ng/driving,
insurance)
analyse
why
people
might
make
different
choices
about
alcohol,
drugs,
sexual
activity
etc. in
more
independe
nt
contexts
than they
would in
day to day
life;
describe
or
demonstra
te
strategies
for
managing

Assessme	Via 'I can statement	Via 'I can	the risks to self and others whilst still having a good time; suggest strategies for seeking help in unfamiliar settings (e.g. not knowing anyone, getting lost, being unable to speak the local language).	Via 'I can statement	Via 'I can statement	Via 'I can statement
nt	grid'	statement grid'	statement grid'	grid'	grid'	grid'
Exam Board	N/A	N/A	N/A	N/A	N/A	N/A
SMSC (wider dev)	 Resilience Self- regulation Developing and maintainin g a healthy self- concept Identifying help and support Respect for others 	 Resilienc e Self- regulatio n Developin g and maintaini ng a healthy self- concept Identifyin g help 	 Resilience Self- regulation Developin g and maintainin g a healthy self- concept Identifying help and support 	 Resilience Self- regulation Developing and maintaining a healthy self- concept Identifying help and support Respect for others 	 Resilience Self- regulation Developing and maintaining a healthy self- concept Identifying help and support Respect for others 	 Resilience Self- regulation Developing and maintainin g a healthy self- concept Identifying help and support Respect for others

	 Building and maintainin g healthy relationshi ps Managing risk. Active listening 	and support • Respect for others • Building and maintaini ng healthy relationsh ips • Managing risk. • Active listening	 Respect for others Building and maintainin g healthy relationshi ps Managing risk. Active listening 	 Building and maintaining healthy relationships Managing risk. Active listening 	 Building and maintaining healthy relationship s Managing risk. Active listening 	 Building and maintainin g healthy relationshi ps Managing risk. Active listening
Cross Curricular Opportunit ies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies	English text selection Assemblies