

PSHE (INCLUDING RELATIONSHIPS AND SEX EDUCATION)

Policy Context and Rationale

This policy covers St Mary's approach to PSHE (Personal, Social, Health and Economic) education. It also includes St Mary's Relationship and Sex Education (RSE) Policy. The policy has been produced by the Senior Leadership team and PSHE leads along with consultation with parents and pupils.

We are required to teach RSE as part of the revised Department for Education statutory guidance. Documents that inform the school's PSHE and RSE policy include:

- Keeping Children Safe in Education (Sept 2021)
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (Sept 2021)
- Promoting Fundamental British Values as part of SMSC in schools
- SMSC requirements for independent schools

Parents and carers will be informed about the policy through annual communication from the school. The policy is available to parents and carers through the school website. If you require this policy in any other format, please contact the school offices.

Aims and Ethos of St Mary's School

- To tailor the education of our pupils so that they are understood, supported, and encouraged to thrive
- Provide a happy atmosphere in which the pupils can enjoy school and develop a love of learning
- Provide exceptional pastoral care so that pupils can be challenged and developed
- Encourage all pupils to find and develop their creative flair, their sporting prowess and other talents and interests which add enjoyment and achievement to life both at school and into adulthood.
- Instil the important values of respect and courtesy that will stand them in good stead throughout their lives
- Encourage our pupils to be active, to voice their opinions and develop a 'have a go attitude' preparing them for success in our everchanging world

- Give pupils experience of being active members of a caring community conveying the broad Christian ethos of the school

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by having clear and simple ground rules for both pupils and adults in the school. We will ensure that where pupils may indicate that they are vulnerable or 'at risk' support will be given in-line with the school's Safeguarding and Child Protection policy; all staff have the clarity about what is required in such circumstances.

Senior School

PSHE lessons, including RSE, are predominantly delivered by the Head of PSHE. There are dedicated weekly timetabled lessons.

Lower School

PSHE lessons, including Relationship Education, are delivered by the class teachers. There are dedicated, weekly timetabled lessons. The Sex Education lessons which are delivered to Year 6 pupils will be delivered by a member of the Lower School Management.

Entitlement and equality and accessibility of opportunity

At St Mary's we comply with the requirements of the Equality Act (2010) and the SEN Code of Practice 0-25 years. We promote the needs and interests of all pupils, irrespective of gender, culture, ability, or personal circumstance by taking these differences into account and adjusting lessons and delivery where necessary to enable all pupils to access the learning. We expect our pupils to consider others' needs by addressing these issues directly and appropriately in PSHE lessons, ensuring equality for all. Individual support will be given to any pupil if needed.

Intended Outcomes

Our PSHE programme has the following intended outcomes:

- Accurate, balanced, and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights, and responsibilities
- Opportunities to develop positive, personal attributes such as resilience, self-confidence, self-esteem, and empathy
- The skills, language, and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives in their future

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Pupils will have opportunities to consider and clarify their values and beliefs, and to rehearse and develop enquiry and interpersonal skills. This policy ensures that pupils will receive a comprehensive,

balanced, and relevant body of information to inform their present and future choices.

Principles and Methodology

Our PSHE curriculum is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The PSHE curriculum contributes to personal development by helping pupils to build their confidence, resilience, and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and share their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Pupils will develop an understanding of themselves and how to empathise with others, helping them to form and maintain good relationships, develop the essential skills for future employability, and better enjoy and manage their lives.

The PSHE curriculum needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE should start by determining pupils' prior knowledge. (This will also enable teachers to make more effective judgements about pupils' development and progression in learning).

It is important that pupils are helped to make connections between the learning they receive in PSHE and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in the PSHE curriculum.

Planning

The PSHE curriculum at St Mary's begins in the EYFS and is developed through all key stages in the school.

At St Mary's, PSHE is taught as a 'spiral programme'. This means we have organised learning into a series of recurring themes, which pupils experience every year. At each encounter, the level of demand increases, and learning is progressively deepened.

Relationship and Sex Education

The Department for Education has introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for Secondary pupils from September 2020.

Pupils at St Mary's are growing up in a world very different to that in which we grew up, Relationship Education and Health Education is vital because today's children and young people are growing up in an increasing complex world and living their lives seamlessly on and off-line. This presents many positive and exciting opportunities, but also challenges and risks. In this environment children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way.

Relationship Education (EYFS – Year 11) and Sex Education (Year 6-11) is taught as part of the PSHE curriculum. This includes age relevant content.

At St Mary's, RSE will be delivered in a sensitive manner which is appropriate to the age and understanding of pupils and the ethos of the school. Pupils will learn about the significance of marriage and stable relationships, and how they function as key building blocks of community and society. Care will be given to ensure that there is no stigmatisation of pupils based on their home circumstances. We will show images of different types of families which reflect modern society with an emphasis on the pupils learning that relationships should always be loving, equal and safe.

As part of the Relationship Education (and RSE) pupils are taught the knowledge they need to recognise how to report abuse. Teaching will focus on boundaries and privacy, ensuring pupils understand that they have rights over their own body.

Further information regarding content taught can be found in the appendices for all year groups.

Lower School

Parent/carers will receive annual information outlining the content of the teaching that is planned to take place. An opportunity will be provided for questions to be answered by the PSHE lead.

Assessment

It is important for pupils to reflect on their learning. Assessment also increases pupils' motivation and improves learning. At St Mary's pupils can show their knowledge at the beginning of a topic and then review their greater depth learning at the end. This can be demonstrated through written work, reflection or formative assessment.

Responding to pupils' questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions.

If necessary, teachers should feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a

proper answer.')

Teachers should feel able to work with colleagues if necessary, to construct an appropriate answer.

Links to other school policies and areas of the curriculum

This policy supports and complements the following other School policies:

- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policy
- E-Safety Policy
- Pupil Equal Opportunity Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability Policy

Involving Parents and Carers

We are committed to working with parents/carers to encourage discussion of topics at home; these will be shared on an annual basis.

Legislation states that parents have the right to withdraw their children from aspects of Sex Education which are not part of the Science curriculum. Any requests of this nature should be addressed to the Head of Lower/Senior School or the Principal, where a meeting will be arranged to fully understand the wishes of the parent / carer and to clarify the nature and purpose of the curriculum. Once these discussions have taken place, except in exceptional circumstances, the school will respect the parent / carer request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from other aspects of the Relationships Education or Health Education, or any other part of the PSHE programme of study.

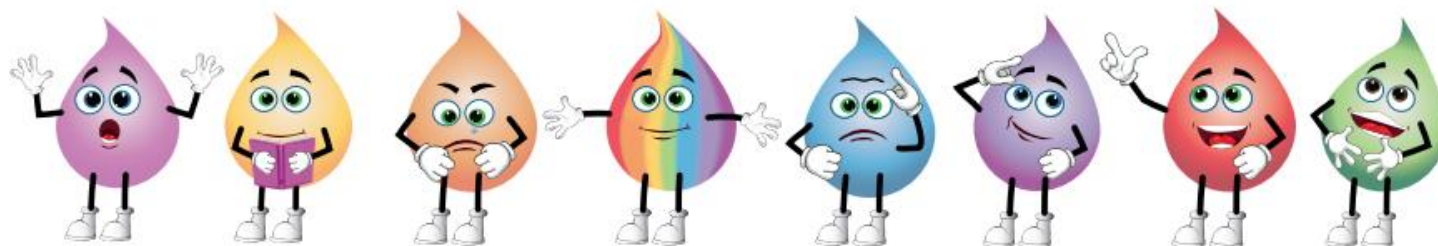
Monitoring and Reviewing

The PSHE (including RSE) curriculum and policy is reviewed annually by the PSHE leads. This is then reported to the Education Committee where Governors will monitor and evaluate the outcomes.

Reviewed/Approved: October 2023
Next Review: Autumn 2024

In the EYFS the children will explore the 1 Decision resources, following the characters of the Rainbow Drops. The resources have been created to support 'in the moment' planning and to be used at appropriate and suitable times throughout the year. The class teacher will provide regular, weekly sessions, to discuss the adventures of the Rainbow drop characters which will build towards the children meeting the Early Learning Goals of Self-Regulation, Managing Self and Building Relationships.

Meet the Rainbow Drops!



Personal, Social and Emotional Development ELG: Self-Regulation

Children at the expected level of development will:

- *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;*

By using the following resources, early years practitioners can assess children against this goal.

Orange Feels Worried	Why Does Purple Play Differently?	Orange Moves House	Yellow Wants to Play With Orange	Rainbow Feels Angry	Pink Has a New Brother
Orange Sleeps Over	Purple's Pet Bird	Pink's Screen Time	Pink Goes to School	Blue's Best Friend	Blue Learns to Share
Pink Misses Mummy	Green is Moving up a Year	Red Needs the Toilet	Blue Gets Lost	Pink Feels Sad	Blue's Indoor Voice
Purple the Passenger	Rainbow Helps Out at Home	Orange Helps Out	Green Gets Glasses	Orange Brushes Her Teeth	Red's Hearing Aid
Yellow's Bedtime	Red's Nut Allergy	How Do You Feel Today?			

- *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;*

By using the following resources, early years practitioners can assess children against this goal.

My Goal

- *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions*

By using the following resources, early years practitioners can assess children against this goal.

All 52x Dilemma Drops	All 8x Sorting Card Games	All 8x Talking Card Games	All 8x Mindfulness & 4x Mini Yoga Videos
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Personal, Social and Emotional Development **ELG: Managing Self**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;*

By using the following resources, early years practitioners can assess children against this goal.

Rainbow Feels Angry	Rainbow's Food Journey	Green is Moving up a Year	Blue Learns to Share	Red Goes Swimming	Orange Sleeps Over
Yellow Wants to Play with Orange	Yellow Goes on Holiday	Rainbow Helps Out at Home	Pink Misses Mummy	Pink Goes to School	Pink Misses Mummy
Pink Goes to School	Red Visits the Dentist	All 8x Mindfulness & 4x Mini Yoga Videos			

- Explain the reasons for rules, know right from wrong and try to behave accordingly;*

By using the following resources, early years practitioners can assess children against this goal.

Blue's Indoor Voice	Yellow Play Fights	Blue Explores Road Safety	Yellow's Bedtime	Blue Learns to Share	Yellow Learns About Germs
Pink Goes to School	Blue Explores Road Safety	Green's Greens	Yellow's Bedtime	Blue Learns to Share	Red's Hearing Aid
Blue's Best Friend					

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices*

By using the following resources, early years practitioners can assess children against this goal.

Green's Greens	Red Needs the Toilet	Yellow Learns About Germs	Red Visits the Dentist	Orange Brushes Her Teeth	I Can Wash My Hands
I Can Brush My Teeth	Green's Greens	Red Needs the Toilet	Yellow Learns About Germs	Healthy Dinner	

Personal, Social and Emotional Development **ELG: Building Relationships**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;*

By using the following resources, early years practitioners can assess children against this goal.

Rainbow Feels Angry	Blue's Best Friend	Blue Learns to Share	Yellow Wants to Play with Orange	Orange Helps Out	Rainbow Helps Out at Home
Blue Learns to Share	Blue's Best Friend				

- Form positive attachments to adults and friendships with peers;*

By using the following resources, early years practitioners can assess children against this goal.

Yellow Wants to Play With Orange	Pink Misses Mummy	Blue's Best Friend	Blue Learns to Share	Orange Helps Out	Blue Learns to Share
Blue's Best Friend					

- Show sensitivity to their own and to others' needs*

By using the following resources, early years practitioners can assess children against this goal.

Blue's Indoor Voice	Green Gets Glasses	Red's Hearing Aid	Why Does Purple Play Differently?	Pink Feels Sad	Pink Misses Mummy
Red's Nut Allergy	Green Gets Glasses	Red's Hearing Aid	Why Does Purple Play Differently?		

LOWER SCHOOL OVERVIEW OF PSHE TOPICS INCLUDING RELATIONSHIP EDUCATION

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS
	Assessment - Baseline Jealousy	Worry Anger	Grief Assessment - Summative	Assessment - Baseline Jealousy	Anger Adults' & Children's Views	Worry Assessment - Summative
AUTUMN 2	OUR WORLD	OUR WORLD	OUR WORLD	THE WORKING WORLD	THE WORKING WORLD	THE WORKING WORLD
	Assessment - Baseline Growing In Our World	Living In Our World Working In Our World	Looking After Our World Assessment - Summative	Assessment - Baseline Chores at Home	Enterprise Adults' & Children's Views	In-App Purchases Assessment - Summative
SPRING 1	KEEPING / STAYING HEALTHY	KEEPING / STAYING HEALTHY	KEEPING / STAYING HEALTHY	KEEPING / STAYING HEALTHY	KEEPING / STAYING HEALTHY	KEEPING / STAYING HEALTHY
	Assessment - Baseline Washing Hands	Healthy Eating Brushing Teeth	Medicine Assessment - Summative	Assessment - Baseline Healthy Living	Smoking Adults' & Children's Views	Alcohol Assessment - Summative
	RELATIONSHIPS	RELATIONSHIPS	RELATIONSHIPS	GROWING AND CHANGING	GROWING AND CHANGING	GROWING AND CHANGING
	Assessment - Baseline Friendship	Bullying Body Language	Touch Assessment - Summative	Assessment - Baseline Appropriate Touch Puberty (Additional unit)	Puberty Adults' & Children's Views	Conception Assessment - Summative
		SPECIAL MODULE	HAZARD WATCH	A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT
		Assessment - Baseline Is it safe to eat or drink?	Is it safe to play with? Assessment - Summative	Assessment - Baseline Breaking Down Barriers	Inclusion and Acceptance Adults' & Children's Views	British Values Assessment - Summative
SPRING 2	FIRE SAFETY	FIRE SAFETY	FIRE SAFETY	FIRST AID	FIRST AID	FIRST AID
	Baseline Hoax Calling	Petty Arson Texting Whilst Driving	Enya and Deedee Visit the Fire Station	Year 4 Asthma and Allergy	Year 5 Basic Life Support	Year 6 Part 1&2 Injury, fracture, Bleeding
SPRING 2	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE
	Assessment - Baseline Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing Assessment - Summative	Assessment - Baseline Coming Home on Time	Looking Out for Others Adults' & Children's Views	Stealing Assessment - Summative

SUMMER 1	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY
	Assessment - Baseline Online Bullying	Image Sharing Computer Safety Documentary	Making Friends Online Assessment - Summative	Assessment - Baseline Online Bullying	Image Sharing Adults' & Children's Views	Making Friends Online Assessment - Summative
SUMMER 2	KEEPING / STAYING SAFE	KEEPING / STAYING SAFE	KEEPING / STAYING SAFE	KEEPING / STAYING SAFE	KEEPING / STAYING SAFE	KEEPING / STAYING SAFE
	Assessment - Baseline Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Windows Assessment - Summative	Assessment - Baseline Cycle Safety	Peer Pressure Adults' & Children's Views	Water Safety Assessment - Summative

YEAR 1			
AUTUMN 1	FEELINGS AND EMOTIONS		Key Words & Phrases
	Jealousy	<ul style="list-style-type: none"> Understand a range of emotions and how they make us feel physically and mentally Be able to recognise and name emotions and their physical effects Know the difference between pleasant and unpleasant emotions learn a range of skills for coping with unpleasant/uncomfortable emotions Understand that feelings can be communicated with and without words 	<ul style="list-style-type: none"> Recognising Loneliness Frustration Experience Jealousy
AUTUMN 2	OUR WORLD		
	Growing In Our World	<ul style="list-style-type: none"> Understand how we care for others Understand the needs of a baby Be able to recognise what you can do for yourself now you are older Be able to describe the common features of family life Be able to recognise the ways in which your family is special and unique 	<ul style="list-style-type: none"> Planet World Environment Humans Reproduce Protect Unique Common
SPRING 1	KEEPING / STAYING HEALTHY		
	Washing Hands	<ul style="list-style-type: none"> Understand what we can do to keep healthy Understand why we need to wash our hands Know how germs are spread and how they can affect our health Be able to practise washing your hands Know the differences between healthy and unhealthy choices 	<ul style="list-style-type: none"> Healthy Unhealthy Germs
	RELATIONSHIPS		
	Friendship	<ul style="list-style-type: none"> Understand different types of relationships understand how to be a good friend Be able to recognise kind and thoughtful behaviours Understand the importance of caring about other people's feelings Be able to see a situation from another person's point of view 	<ul style="list-style-type: none"> Relationship Love Security Stability Disagree
	FIRE SAFETY		
	Hoax Calling	<ul style="list-style-type: none"> Know what a 'hoax call' is and why it can be risky Understand why our emergency services are an important part of our community Be able to show my knowledge of fire safety to others Be able to practise simple ways of staying safe and finding help 	<ul style="list-style-type: none"> Collapsed Flammable Emergency Hoax

SPRING 2	BEING RESPONSIBLE		
	Water Spillage	<ul style="list-style-type: none"> • Understand what we are responsible for • Be able to recognise how responsibilities will change as we grow • Know how you can help people around you • Understand the types of things you are responsible for • Know-how and understand the importance of preventing accidents • Be able to recognise the differences between being responsible and being irresponsible 	<ul style="list-style-type: none"> • Responsibility • Responsible • Accident • Honesty • Dishonest
SUMMER 1	COMPUTER SAFETY		
	Online Bullying	<ul style="list-style-type: none"> • Understand computers, the internet, and rules to keep safe • Understand how your online activity can affect others • Be able to identify the positives and negatives of using technology • Know who and how to ask for help • Be able to recognise kind and unkind comments 	<ul style="list-style-type: none"> • Online • Positive • Negative
SUMMER 2	KEEPING / STAYING SAFE		
	Road Safety	<ul style="list-style-type: none"> • Understand what I need to keep safe from • Be able to recognise what may put me or others at risk • Understand why it is important to stay safe when crossing the road • Be able to recognise a range of safe places to cross the road • Understand the differences between safe and risky choices • Know different ways to help us stay safe 	<ul style="list-style-type: none"> • Community • Discuss • Choice • Pedestrian • Zebra Crossing • Pelican Crossing • Toucan Crossing • Avoid • Situation • Risk • Safe • Imaginary •

YEAR 2			
AUTUMN 1	FEELINGS AND EMOTIONS		Key words & Phrases
	Worry and Anger	<ul style="list-style-type: none"> • Be able to recognise and name emotions and their physical effects • Know the difference between pleasant and unpleasant emotions • Learn a range of skills for coping with unpleasant/uncomfortable emotions • Understand that feelings can be communicated with and without words • Be able to recognise and name emotions and their physical effects • Know the difference between pleasant and unpleasant emotions • Learn a range of skills for coping with unpleasant/uncomfortable emotions • Understand that feelings can be communicated with and without words 	<ul style="list-style-type: none"> • Fidgety • Annoyed • Worry • Anger • Manage • Control • Trust
AUTUMN 2	OUR WORLD		
	Working in our World	<ul style="list-style-type: none"> • Understand why we should look after living things • Be able to identify how we can look after living things both inside and outside of the home • Recognise why it is important to keep our communities and countryside clean • Be able to encourage others to help keep their communities and countryside clean • Understand different ways we can receive money • Know how to keep money safe • Be able to describe the skills you may need in a future job or career • Be able to recognise the differences between wants and needs 	<ul style="list-style-type: none"> • Wildlife • Community • Credit Card • Debit Card • Spend • Receive • Save
SPRING 1	KEEPING / STAYING HEALTHY		
	Brushing Teeth	<ul style="list-style-type: none"> • Know that food is needed for our bodies to be healthy and to grow • Understand that some foods are better for good health than others • Be able to list different types of healthy food • Understand how to keep yourself and others healthy • Know the differences between healthy and unhealthy choices • Understand why we need to brush our teeth • Be able to practise brushing your teeth know the differences between healthy and unhealthy choices • Be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy 	<ul style="list-style-type: none"> • Ingredients • Energy • Repair • Vitamins • Natural • Saturated Fat • Decay
	RELATIONSHIPS		
	Bullying and Body Language	<ul style="list-style-type: none"> • Be able to name a range of feelings • Understand why we should care about other people's feelings • Be able to see and understand bullying behaviours • Know how to cope with these bullying behaviours • Be able to recognise and name a range of feelings 	<ul style="list-style-type: none"> • Bullying • Mean • Describe • Teasing • Threatening • Advice

SPRING 1		<ul style="list-style-type: none"> • Understand that feelings can be shown without words • Be able to see a situation from another person's point of view • Understand why it is important to care about other people's feelings 	<ul style="list-style-type: none"> • Imagine • Anti-bullying
	SPECIAL MODULE		Key words & Phrases
	Hazard Watch Is it Safe to eat or drink?	<ul style="list-style-type: none"> • Know what items are safe to play with and what items are unsafe to play with • Be able to name potential dangers in different environments • Know what food and drink items are safe or unsafe to eat or drink • Be able to name dangers that can affect others, for example younger siblings 	<ul style="list-style-type: none"> • Potential • Sibling • Community • Hazard • Danger
	FIRE SAFETY		
	Petty Arson Texting Whilst Driving	<ul style="list-style-type: none"> • Understand why our emergency services are an important part of our community • Be able to show my knowledge of fire safety to others • Be able to practise simple ways of staying safe and finding help • Be able to recognise how drivers can be distracted • Understand the importance of being responsible and how our actions/choice can affect others. 	<ul style="list-style-type: none"> • Burgled • Collapsed • Flammable • Distraction • Emergency • Declaration
SPRING 2	BEING RESPONSIBLE		•
	Helping Someone in Need	<ul style="list-style-type: none"> • Be able to name ways you can improve in an activity or sport • Understand the importance of trying hard and not giving up • Be able to see the benefits of practising an activity or sport • Be able to learn ways to set goals and work to reach them • Know how you can help other people • Be able to recognise kind and thoughtful behaviours and actions • Understand the risks of talking to people you don't know very well in the community • Be able to identify the differences between being responsible and being irresponsible 	<ul style="list-style-type: none"> • Abilities • Thoughtful • Qualities • Manners • Courteous • Appropriately • Self-Respect • Improve
SUMMER 1	COMPUTER SAFETY		
	Computer Safety	<ul style="list-style-type: none"> • Understand how your online actions can affect others • Be able to name the positive and negative ways you can use technology • know the risks of sharing images without permission • Understand the types of images that you should and should not post online • Understand how your online activity can affect others • Be able to identify the positives and negatives of using technology • Know who and how to ask for help • Be able to list rules for keeping and staying safe 	<ul style="list-style-type: none"> • Permission • Opinion • Rules • Declaration

SUMMER 2	KEEPING / STAYING SAFE		
	Tying Shoelaces	<ul style="list-style-type: none"> • What could happen if we did not tie our shoelaces or fasten our shoes correctly? • Can you list some rules to help keep us safe? Can you think of any situations where rushing or being impatient could cause an accident? 	<ul style="list-style-type: none"> • Laces • Buckles • Velcro • Accident • Rules • Unsafe

YEAR 3			
AUTUMN 1	FEELINGS AND EMOTIONS		KEY WORDS & PHRASES
	Grief	<ul style="list-style-type: none"> Be able to recognise and name emotions and their physical effects Know the difference between pleasant and unpleasant emotions Learn a range of skills for coping with unpleasant/uncomfortable emotions Understand that feeling can be communicated with and without words 	<ul style="list-style-type: none"> Grief Confusion Memory Box
AUTUMN 2	OUR WORLD		
	Looking after our World	<ul style="list-style-type: none"> Be able to explain the meaning of reduce, reuse, and recycle Recognise how we can help look after our planet Be able to identify how to reduce the amount of water and electricity we use Understand how we can reduce our carbon footprint 	<ul style="list-style-type: none"> Reduce Re-Use Recycle Environment Carbon Footprint Carbon Dioxide Global Warming
SPRING 1	KEEPING / STAYING HEALTHY		
	Medicine	<ul style="list-style-type: none"> Know, understand, and be able to practise simple safety rules about medicine Understand when it is safe to take medicine Know who we can accept medicine from Understand the differences between healthy and unhealthy choices 	<ul style="list-style-type: none"> Medicine Allergies Vaccination Antibodies Research Immune System Doctor
	RELATIONSHIPS		
	Touch Is it safe?	<ul style="list-style-type: none"> Understand the difference between appropriate and inappropriate touch Know why it is important to care about other people's feelings Understand personal boundaries Know who and how to ask for help Be able to name human body parts 	<ul style="list-style-type: none"> Communication Situation Penis Testicles Vagina Vulva Anus Private Parts Appropriate
	HAZARD WATCH		
	Hazard Watch Is it Safe to play with?	<ul style="list-style-type: none"> Know what items are safe to play with and what items are unsafe to play with Be able to name potential dangers in different environments Know what food and drink items are safe or unsafe to eat or drink Be able to name dangers that can affect others, for example younger siblings 	<ul style="list-style-type: none"> Potential Sibling Community Hazard Danger

	FIRE SAFETY		
	Enya and Deedee visit the Fire Station	<ul style="list-style-type: none"> Understand why our emergency services are an important part of our community Be able to show my knowledge of fire safety to others Be able to practise simple ways of staying safe and finding help Understand the importance of being responsible and how our actions/choice can affect others. 	<ul style="list-style-type: none"> Burgled Collapsed Flammable Distraction Emergency Declaration
SPRING 2	BEING RESPONSIBLE		
	Stealing	<ul style="list-style-type: none"> Understand the differences between borrowing and stealing Be able to describe how you might feel if something of yours is borrowed and not returned Know why it is wrong to steal Be able to understand the differences between being responsible and irresponsible 	<ul style="list-style-type: none"> Borrowing Stealing Consequence Irresponsible Responsible
SUMMER 1	COMPUTER SAFETY		KEY WORDS & PHRASES
	Making Friends On-line	<ul style="list-style-type: none"> Be able to identify possible dangers and consequences of talking to strangers online Know how to keep safe in online chatrooms Be able to name the positives and negatives of using technology Understand the difference between safe and risky choices online 	<ul style="list-style-type: none"> Chatroom Report Reply Respond Childline
SUMMER 2	KEEPING / STAYING SAFE		
	Learning Out of a Window	<ul style="list-style-type: none"> Know ways to keep yourself and others safe Be able to recognise risky situations Be able to identify trusted adults around you Understand the differences between safe and risky choices Be able to recognise a range of warning signs Be able to spot the dangers we may find at home Know the importance of listening to our trusted adults Be able to understand ways we can keep ourselves and others safe at home know the differences between safe and risky choices 	<ul style="list-style-type: none"> PCSO Appliances Dangerous Chemicals Warning Sign Pressured Permission

YEAR 4			
AUTUMN 1	FEELINGS AND EMOTIONS		Key Words and Phrases
	Jealousy	<ul style="list-style-type: none"> recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good describe how we can support others who feel lonely, jealous, or upset recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as loneliness and jealousy 	<ul style="list-style-type: none"> Feelings Emotions Physical health Mental Health Strategies
AUTUMN 2	THE WORKING WORLD		
	Chores at home	<ul style="list-style-type: none"> Identify ways in which we can help those who look after us Explain the positive impact of our actions Describe the ways in which we can contribute to our home, school, and community Identify the skills we may need in our future job roles 	<ul style="list-style-type: none"> Income tax VAT Contribution HM Revenue & Customs Society Chore Independence Self-Motivation Apprenticeship Volunteer Stereotype
SPRING 1	KEEPING / STAYING HEALTHY		
	Healthy Living	<ul style="list-style-type: none"> Explain what is meant by a balanced diet and plan a balanced meal Recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older Understand nutritional information on packaged food and explain what it means Describe different ways to maintain a healthy lifestyle 	<ul style="list-style-type: none"> Lifestyle Balanced Diet Blood Pressure Saturated Fat Vital Organs Mind Map Food Chart Carbohydrates Protein Calorie

SPRING 1	GROWING AND CHANGING		Key Words and Phrases
	Appropriate touch	<ul style="list-style-type: none"> Identify the different types of relationships we can have and describe how these can change as we grow Explain how our families support us and how we can support our families Identify how relationships can be healthy and unhealthy Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable. 	<ul style="list-style-type: none"> Nervous Scared Inappropriate Connection Civil Partnerships Marriage Penis Testicles Vagina Vulva Anus Private Parts Appropriate Pubic Hair Sweating Spots Breasts Hormones Emotional
	Puberty (This unit is an additional to the 1 Decision scheme)	<ul style="list-style-type: none"> Explain what puberty means Describe the changes that girls may go through during puberty * Identify why our bodies go through puberty Develop coping strategies to help with the different stages of puberty Identify who and what can help us during puberty <p>*Note: Periods will not be covered in whole class session, but will be offered to girls requiring it, following consultation with parents.</p>	
	A WORLD WITHOUT JUDGEMENT		
	Breaking down Barriers	<ul style="list-style-type: none"> Recognise positive attributes in others Explain why being different is okay Recognise your own strengths and goals, and understand that these may be different from those around you Identify some of the ways we can overcome barriers and promote equality 	<ul style="list-style-type: none"> Judgement Equality Diversity Cohesion Barrier Attributes Similarities Differences Disability Polite Courteous Respectful
	FIRST AID		
	Asthma and Anaphylaxis Shock	<ul style="list-style-type: none"> Identify and name situations that may require first aid List reasons why someone may struggle to breathe Identify the signs of an asthma attack or choking Identify the signs of an allergic reaction and anaphylactic shock Understand the correct steps for seeking immediate emergency help P Provide first aid treatment to someone who is struggling to breathe 	<ul style="list-style-type: none"> Treatment Emergency Severe Clinical Advisor Life-threatening Conscious Asthma Anaphylaxis Allergic Prescribed Obstruction

SPRING 2	BEING RESPONSIBLE		
	Coming Home on time	<ul style="list-style-type: none"> • Recognise the importance of behaving in a responsible manner in a range of situations • Describe a range of situations where being on time is important • Explain the importance of having rules in the home • Describe ways that behaviour can be seen to be sensible and responsible 	<ul style="list-style-type: none"> • Punctual • Responsible • Irresponsible • Appointment
SUMMER 1	COMPUTER SAFETY		
	On-line Bullying	<ul style="list-style-type: none"> • Recognise the key values that are important in positive online relationships • Identify the feelings and emotions that may arise from online bullying • Develop coping strategies to use if we or someone we know is being bullied online • Identify how and who to ask for help 	<ul style="list-style-type: none"> • Online Relationship • Online Bullying • Offensive • Insulting • Rude • Device • Posting • False Content • Opinion • Rumours
SUMMER 2	KEEPING / STAYING SAFE		
	Cycle Safety	<ul style="list-style-type: none"> • Identify strategies we can use to keep ourselves and others safe • Recognise the impact and possible consequences of an accident or incident • Identify what is a risky choice • Create a set of rules for and identify ways of keeping safe 	<ul style="list-style-type: none"> • Statemen • Opinion • Fact • Strategies • Junction • Cycle Safety

YEAR 5			
AUTUMN 1	FEELINGS AND EMOTIONS		Key words & Phrases
	Anger	<ul style="list-style-type: none"> Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant Explain how feelings can be communicated with or without words Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people Demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as anger 	<ul style="list-style-type: none"> Displeasure Annoyance Hostility
AUTUMN 2	THE WORKING WORLD		
	Enterprise	<ul style="list-style-type: none"> Understand and explain why people might want to save money Identify ways in which you can help out at home Budget for items you would like to buy Recognise ways to make money and the early stages of enterprise 	<ul style="list-style-type: none"> Enterprise Priority Fundraising
SPRING 1	KEEPING / STAYING HEALTHY		
	Smoking	<ul style="list-style-type: none"> Explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. Describe how smoking can affect your immediate and future health and wellbeing Give reasons why someone might start and continue to smoke Identify and use skills and strategies to resist any pressure to smoke 	<ul style="list-style-type: none"> Nicotine Addictive Illegal Respiratory System Cardiovascular System Cigarette E-cigarette Tabaco
	GROWING AND CHANGING		
	Puberty	<ul style="list-style-type: none"> Explain what puberty means Describe the changes that boys and girls may go through during puberty Identify why our bodies go through puberty Develop coping strategies to help with the different stages of puberty Identify who and what can help us during puberty 	<ul style="list-style-type: none"> Puberty Hormone Anonymous Question Vagina Vulva Ovaries Fallopian Tube Penis Testicles Bladder
	A WORLD WITHOUT JUDGEMENT		
	Inclusion and Acceptance	<ul style="list-style-type: none"> Identify some of the ways in which we are different and unique Explain some of the elements which help us to have a diverse community Describe strategies to overcome barriers and promote diversity and inclusion. 	<ul style="list-style-type: none"> Inclusion Acceptance Discrimination Unique Anti-social Hate Crime
	FIRST AID		
	Year 5 Basic Life Support	<ul style="list-style-type: none"> Complete a primary survey for first aid Demonstrate the recovery position for an unresponsive breathing casualty Know when to deliver CPR 	<ul style="list-style-type: none"> Unresponsive Underlying Casualty Compressions

		<ul style="list-style-type: none"> • Demonstrate how to do CPR • Know when to call for emergency help 	<ul style="list-style-type: none"> • Unconscious
SPRING 2	BEING RESPONSIBLE		Key words & Phrases
	Looking out for others	<ul style="list-style-type: none"> • Recognise why we should take action when someone is being unkind • Describe caring and considerate behaviour, including the importance of looking out for others • Demonstrate why it is important to behave in an appropriate and responsible way • Identify how making some choices can impact others' lives in a negative way 	<ul style="list-style-type: none"> • Considerate • Inconsiderate
SUMMER 1	COMPUTER SAFETY		
	Image Sharing	<ul style="list-style-type: none"> • List reasons for sharing images online • Identify rules to follow when sharing images online • Describe the positive and negative consequences of sharing images online • Recognise possible influences and pressures to share images online 	<ul style="list-style-type: none"> • Application • Survey • Kind Action • Image Sharing • Illegal
SUMMER 2	KEEPING / STAYING SAFE		
	Peer Pressure	<ul style="list-style-type: none"> • Identify strategies we can use to keep ourselves and others safe • Recognise ways to manage peer pressure • Explain the potential outcomes that may happen when we take risks • Recognise the impact and possible consequences of an accident or incident 	<ul style="list-style-type: none"> • Peer Pressure • Encourage • Risk • Risk Assessment • Support Network

YEAR 6			
AUTUMN 1	FEELINGS AND EMOTIONS		Key Words and Phrases
	Worry	<ul style="list-style-type: none"> • Recognise our thoughts, feelings, and emotions • Identify how we can reduce our feeling of worry • Explain how we can support others who feel worried • Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people 	<ul style="list-style-type: none"> • Anxious • Troubled • Worry • Positive Action • Prepare for Change • Mindfulness • Strategies • Managing Emotions
AUTUMN 2	THE WORKING WORLD		
	In-App purchases	<ul style="list-style-type: none"> • Know and understand various money-related terms • Recognise some of the ways in which we can spend money via technology • Describe the potential impact of spending money without permission • Identify strategies to save money 	<ul style="list-style-type: none"> • Bank Account • Loan • Tax • Interest • Debit Card • Credit Card • Wages • Debt • In-app Purchases • Budget • Comparison • Fairtrade • Gambling
SPRING 1	KEEPING / STAYING HEALTHY		
	Alcohol	<ul style="list-style-type: none"> • Identify what is a risky choice • Identify the risks associated with alcohol (+ drugs - extension) • Describe how alcohol can affect your immediate and future health • Develop and recognise skills and strategies to keep safe 	<ul style="list-style-type: none"> • Alcohol • Ethanol • Fermentation • Unit • Legal Age Limit • Alcohol Poisoning
	GROWING AND CHANGING		
	Conception	<ul style="list-style-type: none"> • Explain the terms 'conception' and 'reproduction' • Describe the function of the female and male reproductive systems • Identify the various ways adults can have a child • Explain various different stages of pregnancy • Identify the laws around consent 	<ul style="list-style-type: none"> • Conception • Reproduction • Consent • Conceived • Caesarean • Foreskin • Cervix • Womb (Uterus) • Urethra • Fertilised • IVF

SPRING 1	A WORLD WITHOUT JUDGEMENT		Key Words and Phrases
	British Values	<ul style="list-style-type: none"> • Understand that there are a wide range of religions and beliefs in the UK • Explain each of the British values • Create a range of values for your educational setting • Explain how all religions can live in cohesion 	<ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Mutual Respect • Tolerance of those with different faiths and beliefs
	FIRST AID		
	Year 6 Part 1 & 2 Injury, Fracture and Bleeding	<ul style="list-style-type: none"> • Identify a range of situations that may require first aid • Understand how to support someone with a minor or serious head injury • Understand how to support someone who is having a seizure • Understand how to support someone with a severe bleed • Know when to call for medical help • Identify a range of situations that may require first aid • Understand how to support someone with a minor burn or scald • Understand how to support someone who is having a heart attack • Understand how to support someone with a fractured bone • Know when to call for medical help 	<ul style="list-style-type: none"> • Minor • Seizure • Nauseous • Incident
SPRING 2	BEING RESPONSIBLE		
	Stealing	<ul style="list-style-type: none"> • Explain what consent means • Recognise the importance of being honest and not stealing • Explain why it is important to have a trusting relationship between friends and family • Identify how making some choices can impact others' lives in a negative way 	<ul style="list-style-type: none"> • Consent • Possession • Permission • Trust • Borrowing • Stealing • Responsible • Irresponsible

SUMMER 1	COMPUTER SAFETY		
	Making Friends on-line	<ul style="list-style-type: none"> • List the key applications that we may use now and, in the future, • Know and understand why some applications have age restrictions • Identify ways to keep yourself and others safe in a range of situations online and offline • Recognise that people may not always be who they say they are online 	<ul style="list-style-type: none"> • Application • Pretending • Age Restriction • Online Safety • Social Media Sites • Password
SUMMER 2	KEEPING / STAYING SAFE		
	Water Safety	<ul style="list-style-type: none"> • Identify a range of danger signs • Develop and name strategies that can help keep ourselves and others safe • Recognise the impact and possible consequences of an accident or incident 	<ul style="list-style-type: none"> • Danger • Consequences • Water Safety • Water Pollution • Hidden Currents • Warning Flags

OVERVIEW OF PSHE TOPICS INCLUDING RELATIONSHIP EDUCATION

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
AUTUMN 1	CELEBRATING DIVERSITY & EQUALITY	CELEBRATING DIVERSITY & EQUALITY	RIGHTS, RESPONSIBILITIES & BRITISH VALUES	RIGHTS, RESPONSIBILITIES & BRITISH VALUES	LIFE BEYOND SCHOOL
	Identity Citizenship Nationalities	LGBT Gender Issues Trans Issues Racism and Discrimination	Terrorism, Conflict and Antisemitism Extremism Fake News Media	British Values Human Rights LGBT	Careers CV Writing Interviews Personal Statements
AUTUMN 2	HEALTH & WELLBEING	RIGHTS, RESPONSIBILITIES & BRITISH VALUES	LIFE BEYOND SCHOOL	HEALTH & WELLBEING	HEALTH & WELLBEING
	Puberty Body Development Periods Emotions	Law Rights Society Community Prison, Reform and Punishment	Picking Options First Aid Conflict Management Budgeting Social Media	Emotional Wellbeing Mental Health Child Abuse Self-Harm	Parenthood Pregnancy Love and Abuse Cancers Organ Donation & Medical Ethics
SPRING 1	RIGHTS, RESPONSIBILITIES & BRITISH VALUES	LIFE BEYOND SCHOOL	STAYING SAFE ONLINE & OFFLINE	RELATIONSHIPS & SEX EDUCATION	RELATIONSHIPS & SEX EDUCATION
	Voting General Elections Democracy Making Laws	Self Esteem Body Image Budgeting & Finance Careers	Cannabis Illegal Drugs Drug Addiction Volatile Substance Abuse	Sexting The impact of Pornography Unhealthy Relationships The Media	Contraception Cancer STIs and STD's Sexual Health Fertility Peer on Peer Abuse
SPRING 2	STAYING SAFE ONLINE & OFFLINE	RELATIONSHIPS & SEX EDUCATION	RELATIONSHIP & SEX EDUCATION	LIFE BEYOND SCHOOL	STAYING SAFE ONLINE & OFFLINE
	Drugs Gangs	LGBT + Gender Love	Contraception HIV and AIDS	Consumer Rights	Drugs Festivals

	Knife Crime Peer Pressure	Consent Relationships Periods	STI'S	Employment Rights Social Media Personal Finance What is Marriage	Sexualisation of the Media Streaming Group Chats Substance Abuse - new
SUMMER 1	LIFE BEYOND SCHOOL	STAYING SAFE ONLINE & OFFLINE	HEALTH AND WELLBEING	STAYING SAFE ONLINE & OFFLINE	
	Communities Sleep Team Work Skills & Qualities	County Lines (Gangs) Drugs Online Safety Alcohol	Media & Airbrushing Grief & loss Cancer Prevention Body Confidence Your Body	Honour Based Violence Gambling Modern Day Slavery Knife Crime	
SUMMER 2	RELATIONSHIPS & SEX EDUCATION	HEALTH & WELLBEING	SEX AND RELATIONSHIPS	CELEBRATING DIVERSITY & EQUALITY	
	Consent Friendships Toxic Masculinity Positivity Pressure, influence and friends	Health & Wellbeing Child Abuse Stress Management Healthy eating	Consent FGM Contraception Sexual Health Sex - Feelings and Emotions	Fair Trade Women's Rights AID to others Peace & Conflict	

YEAR 7			
AUTUMN 1	CELEBRATING DIVERSITY & EQUALITY		Key Words & Phrases
	Identity Citizenship Nationalities	<ul style="list-style-type: none"> To describe how diverse modern Britain is To explore the recent history of migration to Britain To evaluate the concept of Britishness and whether multiculturalism works To understand the wide variety of aspects that make up someone's identity To understand how different things might influence your identity To understand that it's OK to be different and to be proud of your identity: What makes us, us? Is it our environment or our genes? Can someone change their identity? How do babies learn to walk and talk? Do you choose your own path or is a path chosen for you? To explore the brief history of anti-discrimination laws passed in the UK To understand what characteristics are protected under the Equality Act 2010 To evaluate whether the UK is doing enough to ensure equal opportunities for everyone To define stereotyping and prejudice To explore why stereotyping still exists today To evaluate what can be done to challenge stereotypes To identify different forms of prejudice and discrimination e.g. age, racial, gender etc. To consider how we can ensure equality for all in society To evaluate how cohesive Britain really is To define islamophobia and give examples of it in UK society To explore where islamophobia comes from To consider how the government and legislation are attempting to combat different forms of discrimination Understand the ways in which diet, exercise, hygiene, and sleep contribute to being healthy To understand how important personal hygiene is and how to achieve it To understand a range of issues that may impact you as you grow up to be an adult 	<ul style="list-style-type: none"> Immigration Emigration Migration Diversity Ethnicity Social Economic Political Identity Heritage Personality Religion Society Genes Environment Psychological DNA Genetics Nature Nurture Socialisation Equality Anti-Discrimination laws Legislation Government Prejudice Discrimination Stereotype Tolerance Persecution Injustice Genocide Harassment Bullying Muslim Islamophobia Deodorant Antiperspirant Hygiene Bacteria Menstruation Breast flattening Impotence Respect Differences Understanding Consent

		<ul style="list-style-type: none"> • To understand there are some cultural practices in the world that do not respect 'your body, your rules' principles and are illegal and dangerous • Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others • Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched 	
AUTUMN 2	HEALTH AND WELLBEING		
	Puberty Body Development Periods Emotions	<ul style="list-style-type: none"> • To describe the emotional, social, and physical changes that happen during puberty • To empathise with those that are starting puberty and understand how to support them • Understand that girls and boys develop differently during puberty • To understand the physical and emotional changes that happen to girls during puberty • Understand the basics of the menstrual cycle and the range of feminine protection products available • To describe the physical and emotional changes that happen to boys through puberty • To understand the challenges that boys face during puberty including erections, wet dreams, and body image • Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others • Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. To describe the concept of self-esteem and recognise behaviours linked to low and high self-esteem • Develop strategies to help someone who has low self-esteem and to understand the wide range of influences on self-esteem 	<ul style="list-style-type: none"> • Puberty • Hygiene • Hormones • Vagina • Penis • Adolescence • Social • Emotional • Physical • Urethra • Prostate • Scrotum • Testicle • Erections • Wet Dreams • Ejaculation • Respect • Differences • Understanding • Diversity • Consent • Healthy • Unhealthy • Germs

SPRING	RIGHTS, RESPONSIBILITIES AND BRITISH VALUES		
1	<p>Voting General Elections Democracy Making Laws</p>	<ul style="list-style-type: none"> • To understand the impact politics has on everyday life • To explore the History of the UK Parliament • To evaluate why it's better to live in a democracy rather than a dictatorship • To describe the makeup of parliament and the main roles it performs • To understand the role of a local MP • To evaluate whether MP's are doing a good job at running the country and representing our views in Parliament • To name the main parties that represent the UK in Parliament • To explore what makes a good political party • To be able to create a new political party for the UK • To describe the different types of elections in the UK • To explore how a new government is formed after a general election • To evaluate the importance of exercising your right to vote • To define the terms advocate and devil's advocate • To practice the art of debating • To evaluate recent law changes in the UK • To describe the state opening of parliament • To explore inside the House of commons and the House of Lords • To explain the difference between parliament and Government and evaluate who holds the balance of power • To describe how Boris Johnson became the Prime Minister in 2019 • To explore the political career of Boris Johnson • To evaluate whether Boris Johnson has the skills and qualities needed to be an effective Prime Minister 	<ul style="list-style-type: none"> • Parliament Westminster, Democracy, totalitarianism, elections Government, Parliament, Politics • House of Commons, House of Lords, Monarchy, Constituency, Civil Service • Turnout, General election, Campaigns, Slogan, Logo, Conservative, Labour, Party Ideology • First Past The Post, By elections, Proxy, Postal, digital democracy, Devils advocate, Advocacy, Debating • Clerk, Speaker, Public Gallery, Black Rod, Despatch Box, Lords • Tory, Leadership, Prime Minister, Negotiation

SPRING 2	STAYING SAFE ONLINE AND OFFLINE		
	Drugs Gangs Knife Crime Peer Pressure	<ul style="list-style-type: none"> • Understand the causes of why young people might want to join a gang • Understand the consequences of breaking the law and engaging in criminal behaviour • Come up with solutions for preventing young • I can explain what a gut feeling is and how it links to my intuition • I can identify a range of risks associated with 'being online' • I know how to mitigate any potential risks associated with being 'online' and where to go to seek further help and support • To define what a gaming addiction is and recognise symptom of it • To explore the benefits and risks associated with online gaming including grooming of players • To evaluate what support networks are available to help support those in need • To understand how alcohol impacts the body • To explore the consequences of alcohol misuse • To evaluate the negative impact alcohol use is having on wider society • I can explain the harmful chemicals that are contained within a cigarette • I understand the impacts smoking has on the body • To evaluate how effective the government has been in helping people to quit smoking • To understand the science behind vaping and the health consequences of it • To understand the difference between smoking and vaping • To evaluate whether there should be a ban n High Street Vape Shops • To understand how much sugar and caffeine are in a range of drinks • To explore the health risks associated with energy drinks • To understand the importance of making healthy life choices • To explain why it is wrong to ever carry a knife • To understand the legal, emotional and physical consequences of carrying a knife • To understand how knife crime impacts families and communities 	<ul style="list-style-type: none"> • Gangs • Criminal Behaviour • County Lines • Discharge • Custodial Sentence • Grooming • Gambling • Scams • Data • Social networking • Exploitations • Cyber Bullying • Addiction • Online safety • Fake Profiles • Noob • Frag • Respawn • Sunk cost fallacy • Physical • Psychological • Social • Units • Ethanol • Carbon Monoxide • Ammonia • Vaping • Fertility • Nicotine • Tar • Chemicals • E-Cigarettes • Vaporise • Vape Shops • Cotton • Coils • E-Juices • Sugar • Taurine • Caffein, • Consumption • Coffee • Insomnia • Homicide • Wielded • Attempted Murder • Courts • Home Office • UK Drill Music

SUMMER	LIFE BEYOND SCHOOL		
1	Communities Sleep Teamwork Skills & Qualities	<ul style="list-style-type: none"> • I understand the concept of trust • I can explain what I have in common with others across my class • To evaluate what it would take for society to truly flourish • To understand the concept of community and what makes a cohesive community • To explore how British communities have changed over the past 60 years • To evaluate how welcoming your local community is • To understand the meaning of the word career • To be aware of how careers education can help you plan for the future • Recognise the limitations of making career choices based on 'dream' ideas • To be aware of what considerations are involved in making realistic choices • To describe what actually happens when we sleep • To explore the benefits of good quality sleep • To explain how to improve sleep quality and where to source extra help and support from • To describe the concept of money • To explore positive and negative uses for money • To discuss how the government spends money to help the country • Describe how people's feelings change during stages of transition • Describe your feelings during times you have experienced transitions • Identify ways of coping with transition points and how you would apply them to future times of change in your life 	<ul style="list-style-type: none"> • Trust • Honesty • Integrity • Self Esteem • Politicians • Society • Character traits • Tolerance • Community • International, local, national • Community Cohesion • Careers • Skills • Qualities • Future, Aspirations • Career • Opportunities • Routine • Regeneration • Growth • Memory • Environment • Immunity • Sleep hygiene • Bartering • Currency • Money • Wealth • Transaction • Debt • Exchange • Austerity • HM Treasury • Transition Points • Career Change • Risk • Reflection

SUMMER 2	RELATIONSHIP AND SEX EDUCATION		
	Consent Friendships Toxic Masculinity Positivity	<ul style="list-style-type: none"> • To understand what constitutes consent and why consent should always be respected • To evaluate why personal space and boundaries are important when growing up • To understand how to deal with situations in an assertive way • To understand the wide range of relationships young people have • To understand that different types of relationships will work in different ways • To consider the differences between people and learn how to respect those differences • To understand the importance of friendship and the qualities makes a good friend • To understand what is needed to make positive relationships with friends. • To evaluate why some friendships can be more beneficial than others • To understand the different types of friendships that exist • To understand what an unhealthy relationship might look like • To explore what being a true friend to someone really entails • To understand that people can all feel the same range of emotions, but do not necessarily respond in the same way to similar situations • To celebrate personal strengths and achievements • and promote awareness of what can affect us • To be able to explain why it is important to be confident and assertive. • To understand how to cope with peer pressure • To understand when peer pressure can go wrong and how it can make someone else feel 	<ul style="list-style-type: none"> • Consent • Self esteem • Boundaries • Praise • Essential • Comfortable • Retractable • Active • Peer pressure • Affection • Independence • Respect • Differences • Understanding • Diversity • Friendship • Loyalty • Trust • Toxic • Qualities • Secrets • Lies • Disclosures - Self-disclosure, Relationships, Phubbing, Online friends, Cyber bullying • Opportunities • Hopes • Fears • Worries • Expectations • Choices • Problems • Positivity • Optimism • Pressure • Coercion • Friends • Banter • Bullying • Resilience • Independence

YEAR 8			
AUTUMN	CELEBRATING DIVERSITY & EQUALITY		Key Words & Phrases
1	LGBTQ Gender Issues Trans Issues	<ul style="list-style-type: none"> • To define the acronym LGBTQ+ • To Explore a variety of LGBT+ Role Models in British society • To understand the many different key terms and concepts that are used within this topic • To reflect on the extent homophobia exists in schools • To understand what constitutes homophobic language and homophobic bullying • To empathise with how difficult, it can be for young people to deal with/ live with homophobia in modern day society • To define the term ally • To explore why allies are needed for the LGBTQ+ community • To understand what can be done to support a friend in need • To explore why homophobia exists • To explore how to assertively challenge homophobic language and phrases in school and everyday life • To understand how to handle difficult people and uncomfortable conversations • To understand the terms gender dysphoria and transphobia • To explore the misconceptions that surrounds trans people • To examine how Trans people are treated throughout the world • To explore the concept of trust and what it means to 'come out' To understand the thoughts, feeling and processes someone might be going through who is thinking of coming out • To evaluate what support networks are available to help support those in need 	<ul style="list-style-type: none"> • Homophobia • Gender • Sexuality • Prejudice • Discrimination • Transphobia • Xenophobia • Verbal abuse • Physical abuse • Cyber abuse • Ally • Oppression • Human Rights • Support • Community • Passive • Assertive • Aggressive • Gender Dysphoria • Transitioning • Biological • Hormones • Coming out • Gender Identity • Closet • Rejection • Acceptance

AUTUMN	RIGHTS, RESPONSIBILITIES AND BRITISH VALUES		
2	Law Rights Society Community	<ul style="list-style-type: none"> • To understand the concept of community cohesion and what makes a community • To be able to make decision and understand the impact of those decisions • To understand the different forms of prejudice that exist • Understanding how to survive on a desert Island • To describe the different rites of passage throughout life • To develop skills of evaluation, prediction and self-reflection • To understand why the age of criminal responsibility varies in different countries • To understand how the criminal justice system operates for young offenders • To evaluate why young people, commit crimes • To understand why laws are needed in society • To understand the process of how a bill passes through Parliament • To evaluate recent changes to the law in England and Wales • To explain the types of punishments available in the UK • To understand the different theories behind punishing offenders • To evaluate whether Prison is an effective form of punishment 	<ul style="list-style-type: none"> • Community • Disability • Prejudice • Discrimination • Baptism • Brit Milah • Aqueeqah • Priorities • Survival • Ceremony • Theft • Crime • Commandments • Laws, • Criminal Responsibility • House of Commons, • House of Lords • Royal Assent • Bill • White & Green Paper • Consultation • Reciprocity • Prison • Manslaughter • Reparation • Retribution • Rehabilitation • Justice • Incapacitation • Deterrence • Denunciation

SPRING	LIFE BEYOND SCHOOL		
1	Self Esteem Body Image Budgeting & Finance Careers	<ul style="list-style-type: none"> • Be able to effectively work as part of a team and research the issues and produce solutions • Apply this understanding by redesigning an area of _____ School • Evaluate what makes an effective and persuasive presentation. Have Fun!!! • To identify what is important for you and what you expect from yourself, considering the beliefs and expectations that others have of you • I can describe my self-esteem and understand ways to improve it • To evaluate what self self love is • To identify what is important for you and what you expect from yourself, considering the beliefs and expectations that others have of you • I can describe my self-esteem and understand ways to improve it • To evaluate what self self love is • To describe self-esteem and how it impacts someone life • To explore ways to boost self esteem • To evaluate the impact negative self-talk can have on self esteem • To be aware of what labour market information (LMI) is and how it can be useful to you • To be able to start using LMI to get a realistic picture of the labour market which I will use to help me make decisions about future careers • To identify the 10 main UK Job sectors • To explore a wide variety of jobs • To evaluate the different qualifications, starting salaries and duties of a wide range of jobs 	<ul style="list-style-type: none"> • Life Skills • Enterprise • Entrepreneur • Teamwork • Leadership • Numeracy • Budget • Economy • Life Skills • Enterprise • Entrepreneur • Teamwork • Leadership • Numeracy • Budget • Economy • Pharmacist • Jeweller • Optometrist • Barista • Maître d' • Forensics • Self Esteem • Self-talk • Body Image • Influencer's • Positivity • Labour Market • Authority • Demography • Globalisation • Manufacturing • Education • Training • Job description • Salary • Duties • Progression • Qualifications • GCSE • A levels • University • Skills

SPRING 2	RELATIONSHIPS & SEX EDUCATION		
	LGBTQ + Gender Love Consent Relationships Periods	<ul style="list-style-type: none"> • Compare and contrast the characteristics of healthy and unhealthy relationships. • Describe the potential impacts of power differences such as age, status, or position within relationships. • To understand the different areas of life where conflict may occur • To understand the cause of conflict and learn a range of conflict resolution methods • To understand the many different key terms and concepts that are used within this topic • To explore and challenge LGBT+ prejudices and stereotypes that are out there • To understand the damaging impact homophobic language has on people • To explore a range of language used with gender identity • To understand the Gender Recognition Act and the difference between sex and gender • To explore and challenge gender prejudices and stereotypes that are out there • To describe the concept of abstinence • To understand the three main other ways of reducing the risk of pregnancy • To be able to identify a wide range of contraceptive methods • To define the term love and understand that it comes in many forms • To understand the meaning of love between a couple and the expectations that form a positive romantic relationship • To understand the menstrual cycle and its role in human reproduction • To understand how and why menstrual products are so absorbent and effective. • To evaluate the role of hormones in the regulation of the body's functions. 	<ul style="list-style-type: none"> • Consent • Boundaries • Values • Sex • Relationships • Trust • Dignity • Compromise • Conflict Resolution • Argument • Assertive • Divorce • Solution • International • Distressed • Asexual • Pansexual • Bisexual • Queer • Heteroflexible • Heterosexual • Homosexual • Transitioning • Cis Male • Cis Female • Gender Recognition • Act • Transgendered, • Sex Gender • Gender Dysphoria • Abstinence • Barrier • Supress • Oestrogen • Progesterone • Copper • IUS, IUD • Contraception • Feelings • Love • Relationships • Friendships • Jealousy • Religion • Oestrogen • luteal • Follicular • Ovulation • Menstruation • Tampon • TSS

SUMMER	STAYING SAFE ONLINE & OFFLINE		
1	County Lines (Gangs) Drugs Online Safety Alcohol	<ul style="list-style-type: none"> • I understand what the term county lines means • I can explain how county lines gangs recruit and exploit young people • I understand the importance of getting immediate help for myself or a friend if I suspect they or I am in trouble • To understand who County Lines Gangs target and why • To identify the signs that someone is being exploited • To understand how county lines Gangs use Psychological, financial, and physical methods to make people feel trapped • To define the term substance misuse and understand the way drugs effect users • To explore why people misuse substances • To evaluate what support networks are available to help support those in need • Describe the meaning of bullying and cyber bullying and the impact it can have on an individual • Explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour. • To know how to manage oneself appropriately online • To understand how to stay safe online from grooming • To know how to spot a fake profile and catfishers • To know where to seek specialist support and advice to help anyone including yourself who is at risk • I can explain how alcohol is measured and what limits are for adults • To explore the consequences of alcohol consumption • To evaluate when introducing alcohol to a situation can lead to very dangerous consequences • To define child sexual exploitation and be able to give examples • To explore a variety of risks and dangers related to being online • To evaluate how to reduce the risks associated with being online 	<ul style="list-style-type: none"> • County Lines • Trap House • Modern Slavery • Elders • Soldiers • Teenier • Drug Mule • Exploitation • Physical • Phycological • Financial • Criminal Responsibility • Substance abuse • Dependence • Intoxication • Withdrawal • Substance • Impairment • Anxiety • Trolling • Cyber Bullying • Abuse • Contact • Conduct • Harassment • Strategies • Exploitation • Grooming • Catfishing • Fake Profiles • Deception • Anonymous • Trust • CEOP • Units • Spirits • Ethanol • Beer, Larger, Wine, • Binge Drinking • Shots • Child Sexual • Exploitation • Grooming • Influence • Coercion • Manipulation • Bribery

SUMMER	HEALTH AND WELLBEING		
2	Health & Wellbeing Child Abuse Stress Management Healthy Eating	<ul style="list-style-type: none"> • Understand what positive wellbeing might look like in someone's life • To recognise a range of healthy and unhealthy habits we might have • To know a range of methods to improve my own and others health & wellbeing • To define the term mental health • To explore why we say we are OK when we are not • To understand a variety of different types of mental illnesses and know some strategies to maintain positive mental wellbeing • To understand what body image is • To explore what impacts body image for boys and girls • To understand ways someone can improve their own or a friend's self-esteem • To understand the different forms of child abuse • To explore the importance of consent and boundaries in any relationship • To know who to talk to and where to access support and help in relation to any form of abuse • Describe the meaning of bullying and cyberbullying and the impact it can have on an individual • Exploring appropriate ways of responding to discriminating, hurtful or intimidating behaviour. • Explain where to seek support and advice on bullying/cyberbullying • To identify the components of a healthy diet • To understand the difference between good cholesterol and bad cholesterol • To understand how to replace unhealthy snacks and foods with healthier alternatives • To gain an understanding into what causes stress and how to deal with it • To recognise a lot of our more pleasurable times are when we are engaging with the world through our senses rather than thoughts. 	<ul style="list-style-type: none"> • Balanced Diet • Exercise • Mental Health • Physical Health • Mental Health Ac, • Vitamins • PTSD • Anxiety • Depression • Physical, Mental, Wellbeing • Stress • Mental illness • Schizophrenia • Social media • Selfie • 'Likes' • Body confidence • Editing • Celebrities • Filters • Followers • Attention • Comments • Neglect • Safeguarding • Maltreatment • Intervention • Policy • Welfare • Responsibility • Abuse • Banter • Bullying • Cyber Bullying • Homophobic Bullying • Work Place bullying • Physical, Verbal • Monounsaturated Fats & Polyunsaturated Fats • Cholesterol • Anxiety • Stress • Coping • Strategy • Anger • Emotions • Hormones • Reactions

YEAR 9			
AUTUMN	RIGHTS, RESPONSIBILITIES & BRITISH VALUES		
1	Terrorism Extremism Fake News Media	<ul style="list-style-type: none"> • To define the terms extremism, terrorism and radicalisation • To understand the different types of extremism • To understand how extremist views can lead to acts of terrorism • To understand the iceberg analogy of terrorism • To explore why people may choose to commit an act of terrorism • To evaluate the current terror threat to the UK and explore recent acts of terrorism • To explore if being British is still a positive identity for young people today • To understand how supporting British values can help combat extremism • To understand some of the dangers young people should be aware of and how to protect against them • I understand how the radicalisation process works • I am able to explore the different methods used by extremist groups to spread their ideologies • I understand what can be done to prevent myself and others from being susceptible to radicalisation • I understand how counter terrorism works in the UK and the Prevent Duty • I understand how to respond in a terrorist situation • I can evaluate the best way to fight extremism and the ideologies spread by extremist groups • To define the terms Zionism and Anti-Semitism • To explore why Jews have been persecuted in Europe over hundreds of years • To evaluate whether Jeremy Corbyn and the Labour Party are Anti-Semitic 	<ul style="list-style-type: none"> • Extremism • Terrorism • Counter narrative • Radicalisation • Extreme far right, National Front • Jihad • Crusade • Holy war • Identity • Values • Principles • Tolerance • Hate Crime • Community Cohesion • Propaganda • Intolerance • Radicalisation • Prevent • Channel • Bias • Persue, • Channel • Legislation • Counter Terrorism • Ideology • Labour Party • Zionism • Anti-Zionist • Anti Semitic • Pogrom • Persecution

AUTUMN	LIFE BEYOND SCHOOL		
2	Picking Options First Aid Conflict Management Budgeting	<ul style="list-style-type: none"> • To understand how success and failure are often linked • To explore what motivates people to achieve incredible things • To evaluate the importance of resilience and learning from mistakes and failures • To understand the vital importance of First Aid as a life saving skill • How to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries • To understand how to put someone in the recovery position and when to contact emergency services • To understand the science behind why someone gets angry • To explore how our thoughts and feelings can impact what we do and say • To understand how to deal with and manage anger • To define a variety of banking and financial key terms • To understand the importance of saving money and the different methods of storing it • To be able to identify the difference between essential and non-essential expenditure • To define terms such as financial capability and financial competence. • To understand the importance of budgeting throughout a person's life • To know how to calculate your personal income tax liability • To explore the link between mental health and social media usage • To identify coping strategies to manage online stress • Recognise that social media sometimes does not reflect real life 	<ul style="list-style-type: none"> • Success, failure • Motivation • Resilience • Empathy • Mistakes • Leadership • Opportunities • Defibrillator • CPR • Choking • Recovery Position • St John's Ambulance, BHF, • Breathing, Circulation, airways • Angers • Triggers • Conflict Management • Emotions • Language • Self Awareness • Deposit box, branch • Debit card • Bank account • Needs, wants, budget • Debt • Budget • Forecast • Savings • Investments • Financial Competence • Financial capability • Online • Social media • Post • Followers • Social currency • Online harassment • Settings • Privacy • Cyber bullying

SPRING	STAYING SAFE ONLINE & OFFLINE		
1	Cannabis Illegal Drugs Drug Addiction Volatile Substance Abuse	<ul style="list-style-type: none"> • To define the term drug and understand the different forms it can take • To explore why people use drugs • To evaluate the impact drug use is having on society • To define the term substance addiction • To understand the different types of addictions that people can have • To evaluate whether sugar is more addictive than cocaine • To understand the different forms and street names given to cannabis • To explore why some people take cannabis • To evaluate whether cannabis should be legalised in the UK • To consider the differences classification of drugs • To explore the legal classifications of 36 drugs • To understand key aspects of the UK's drug policy • To explore the way 'party' drugs effect users and can put them in very dangerous situations • To learn about a range of illegal drugs • To explore the link between gangs and drugs • To learn more about a variety of Class A and B drugs and the impact these drugs have on society • To explore the physical and mental impact these drugs have on users • To evaluate what support networks are available to help support those who use drugs as a coping mechanism or addicted to drugs • To define the term Volatile Substance Abuse • To explore the short term, long term and chronic effects of VSA • To evaluate what harm VSA is having on the individual and on society and what can be done to help those who abuse 	<ul style="list-style-type: none"> • Inhalants • Huffing • VSA, Addiction • NHS • Prescription drugs • Socially acceptable • Chronic Disease • Gaming • Sugar • Nicotine • Alcohol • Social Media • Substance Misuse • Cannabis, THC, CBD Products, Cannabis Oil, Legality • Class A, Class B, Class C • Supply, Possession, Distribution • Psychoactive Substances • Medicine Act 1986 • Shrooms, Psychoactive, Hallucinogenic, LSD, MDMA, Cocaine, Stimulant, Acid, Trip • Psychological effects, Crystal Meth, Speed, Amphetamines • Volatile Substance Abuse • New Psychoactive Substances • Chronic Effects

SPRING	RELATIONSHIPS AND SEX EDUCATION		
2	Contraception HIV and AIDS STI's Risky activities in relationships	<ul style="list-style-type: none"> • To describe the key symptoms and risks associated with a variety of different STI's • To understand the importance of sexual Health Clinics (GUM) and why young people after unprotected sex should always get themselves checked out • To understand how a variety of different forms of contraception work • To be able to identify which types of contraception would be best used by different types of people • To explore which forms of contraception protect against pregnancy, STI's or both • To understand the correct steps for using an external or male condom • Describe three obstacles to condom use and explain how they can be overcome • To define the terms stalking and harassment • To explore the differences between flirting and sexual harassment • To understand the laws surrounding Stalking and Harassment (PHA 1997, EA 2010 & PFA 2012) • To define the terms HIV and AIDS and understand the difference • To explore the different ways HIV can be transmitted and how to reduce the risk of transmission • To evaluate the importance of support International World Aids Day • To understand the history of HIV and AIDS and understand the recent advances in HIV treatment and prevention • To explore how the cycle of prejudice and discrimination towards HIV and AIDS sufferers can be broken 	<ul style="list-style-type: none"> • Promiscuous, • GUM, GP, STI, STD • Contraception • Bacterial, Viral • Parasitic • IUD, IUS, Diaphragm, Patch, Injection • Vasectomy • Contraception Ring • Abstinence • Condom, Pill, Femidom • Condom Demonstrator • C-Card Scheme • Contraception • Yeast infection • Stalking • Criminal • Equality Act, Discrimination, • Protection from Harassment Act 1997 • HIV, AIDS • Anti Viral, Infection • Immune system • CD4 • TSS

SUMMER	HEATH & WELLBEING	
1	Media & Airbrushing Grief & Loss Cancer Prevention Body Confidence	<ul style="list-style-type: none"> • To define the term self-esteem and explain how it impacts us • To explore why people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways. • To explore what grief is and how it affects people • To understand how grief can impact people in a variety of different ways and how you can support a friend or family member • To evaluate what support networks are available to help those grieving • I can define all three forms of HBT Bullying • To explore the impact HBT Bullying is having on young people in society • To evaluate what support schools and students can give to those impacted by the effects of HBT bullying • To describe how photo editing and air brushing are contributing to a false sense of beauty • To explore what it means to be body positive and body neutral • To evaluate the impact advertisements are having on our self esteem • To explore the health benefits of living a healthy lifestyle • To explore how diet, stress and life situations can impact on health • To evaluate the latest research on cancer prevention and healthy lifestyle choices • To explore what a penis is and the make up of a sperm cell • To understand the male reproductive system • To understand the role testosterone plays in the body • To explore what a vulva is and the make up of the vagina • To understand the female reproductive systems • To understand the importance of cervical screening <ul style="list-style-type: none"> • Self-esteem • Resilience • Positive self talk • Butterfly effect • Cerebellum • Grief, Loss • Denial • Bargaining • Acceptance • Loss, Trauma, Depression • Homophobia • Biphobia • Transphobia • Bully, Victim • Racism • Airbrushing • Digital media • Photoshop • Body positivity, insecurity • Foundation • Body neutrality • Cancer • Prevention • Industrial Farming • Vegans • Industry • Stress, diet • Immunity • Malnutrition • Penis • Urethra • Scrotum • Testicle • Bladder • Prostate gland • Vas deferens • Sperm • Vulva • Vagina • Labia • Mons Pubis • Cervix • Uterus, Womb, • Clitoris

SUMMER	RELATIONSHIPS & SEX EDUCATION		
2	Consent FGM Contraception Sexual Health	<ul style="list-style-type: none"> • To know the legal definition of consent and the law surrounding it • To understand the practicalities of consent and the importance of it • To understand the consequences of sexual activity with no consent • To revise the different parts of the female reproductive organs • To understand what FGM is and to know that FGM is illegal and where you can go for help and support • Understand the benefits of delaying sexual activity • To know how to be assertive and deal with undue pressure • Understand that you don't have to do anything you don't want to and consent and respect for each other should be paramount in any relationship • To understand the considerations to be taken before making a relationship sexual • To understand the positive and negative reasons to have sex • To explore the consequences of making a relationship sexual • To understand the meaning of a healthy relationship between a couple and the expectations that form a positive relationship • To understand the non-physical characteristics someone might look for in a future partner • To look at relationships and understand the factors necessary to develop a relationship • To define the terms pleasure, masturbation and sexual activities • To explore the benefits and risks associated with masturbation • To evaluate risks associated with different sexual activities and identify high and low risk activities and ways to mitigate the high-risk activities • Name at least five common STDs and how they are transmitted • Compare sexual behaviours that put people at high, low or no risk for STD • Name at least five common STDs and how they are transmitted • Compare sexual behaviours that put people at high, low or no risk for STD 	<ul style="list-style-type: none"> • Consent • Sexual assault, rape • Capacity • Willingness • Exploitation • Legality • Uterus • Clitoris, Vulva • Consent • Genitals • Hood • Mutilation • Cultural • Consent • Abuse • Rights, Assertive, Passive and Aggressive • Love • Sex • Marriage • Happiness • Core Qualities • Relationship • Intimate • Friendship • Familial • Professional • Abuse, Psychological, Emotional, Sexual • Clitoris, Penis • Masturbation • Oral Sex • Pleasure, Sensation, Orgasm, Private, • Addiction • STI, STD • Infection Bacterial, • Parasitic • Chlamydia, Syphilis, HIV • Contraception • Disease

YEAR 10			
AUTUMN	RIGHTS, RESPONSIBILITIES & BRITISH VALUES		
1	British Values Human Rights LGBTQ+	<ul style="list-style-type: none"> • To define the different British values • To understand the importance of promoting British Values • To understand where our sense of identity comes from and why it is important to have a sense of belonging • To define homophobia and give examples of it in UK society • To explore how British values can be used to combat homophobia • To evaluate how far the UK has come in tackling various forms of discrimination • To define what Human Rights are • To explore how Human Rights came about • To evaluate how we can protect Human Rights in the modern world • To explore how Human Rights are protected against in the UK • To understand the two categories of Human Rights • To evaluate some of the issues that arise when Human Rights come into conflict 	<ul style="list-style-type: none"> • Tolerance, values • Multicultural society • Social development • Sovereignty • Homophobia Discrimination, tolerance • Rule of law, Prejudice • UDHR 148 • Council of Europe • ECHR, ECtHR • United Nations • HRA 1998 • Amnesty International • Absolute rights, non-Absolute rights • Justice

AUTUMN	HEALTH & WELLBEING		
2	Emotional Wellbeing Mental Health Child Abuse Self-harm	<ul style="list-style-type: none"> • Understand what wellbeing might look like in someone's life • Understand the meaning of mental health and emotional wellbeing • Learn strategies to improve my own and others emotional wellbeing • Explore how technology and social media can negatively impact on your mental health • To evaluate how technology and smart phones can both be rewarding and damaging in our lives • To define the term sexual abuse and understand the law relating to it • To understand the importance of speaking out against any form of abuse • To evaluate what support networks are available to those suffering sexual abuse • To describe what mental health and a mental illness is • To explore different types of mental illnesses • To understand what you can do to help someone with their mental health • To understand that self-harm is a behaviour and not an illness • To understand that some people who self-harm are trying to communicate that they are distressed • To evaluate what support networks are available to help those that are self-harming 	<ul style="list-style-type: none"> • Wellbeing • Emotions • Cognitive Behavioural Therapy • Technology, Addiction • Mental Health • Blue Light • FOMO • Echo Chambers • Filter Bubbles • Sexual, Physical, Emotional, Neglect • Childline • Misconception, Stigma • Tolerance, • Anxiety, Depression, Trauma • Emotional Wellbeing, Discrimination Act • Self-Harm • Self-Poisoning, Self-Injury • Sensitivity • Samaritans, CalmHarm App

SPRING	RELATIONSHIPS & SEX EDUCATION		
1	Sexting Porn Sexual Abuse & Rape Domestic Violence	<ul style="list-style-type: none"> • To understand the legal, emotional and social consequences of sending sexts • To explore the reasons why some young people, send sexts, nudes and dick pics • To be able to deal effectively assertively with requests and pressure to send sexts • To outline what is and is not legal in terms of pornography. • To identify the differences between what is seen in porn and what happens in real life. • To look at the impact of porn on society and relationships • To explore the laws regarding rape and sexual assault • To understand how unhealthy behaviours and an imbalance of power in a relationship could lead to violence and sexual assault • To explore what qualities to look for in a healthy loving relationship • To describe a positive and healthy relationship. • To understand the different types of abuse that exist • To identify where to turn to for help with abusive relationships • To explore the impact sexualisation of the media is having on teenagers • To identify the links between body image and the medias influence on it • To evaluate whether shows like Love Island teach viewers about morals and ethics 	<ul style="list-style-type: none"> • Sexting, Nudes, Dick Pics • Peer Pressure, Consent • Revenge Porn, Consequences • Take Down Policy • Revenge Porn, Extreme Porn • Sexting • Child Pornography, Illegal • Sexual Excitement, Stimulation • Sexual Assault, Rape • Genitals, Explicit, Abuse • Referral Centres • Coercion, Domestic Abuse, Domestic Violence, • Intimidation • Emotional physical and sexual Abuse • Social media influencers • Sexualisation • ASA, Mental Health, Body Image

SPRING	LIFE BEYOND SCHOOL	
2	<p>Consumer Rights Employment Rights Social Media Personal Finance</p>	<ul style="list-style-type: none"> • Civil law, Criminal Law • Rights, Responsibilities, • Moral • Political, Legal • Sustainability • Ethical • Consumer • CAB, Office of Fair Trading • Fairtrade • Hyper filtered Body image, Self Esteem • Vloggers, Streaming • Childline • Instagram, Selfie • Contextual • Geotargeted, Retargeted, Targeted • Advertisements, Pop Ups • ASA • BACS • Deductions Payslip • Net Pay, Gross Pay, National Insurance, Salary, Tax, NI, Tax Code, PAYE

SUMMER	STAYING SAFE ONLINE & OFFLINE		
1	Honour based violence Gambling Modern day slavery Knife crime	<ul style="list-style-type: none"> • To define the term honour and dishonour • To explore honour-based violence and the different forms it can take • To evaluate the best way to tackle honour-based violence and promote the equality of women in society • To understand the classifications of games, films, TV shows and music videos • To explore how online gaming can lead to gambling and skin betting • To evaluate the risks associated with online gaming and online gambling • To define the term 'Modern Day Slavery' • To examine human trafficking to the UK and evaluate the government's response • To evaluate the best way to tackle modern day slavery in the UK and abroad • To understand the causes behind the rise in knife crime in the UK • To explore how to prevent young people from picking up and carrying a knife • To evaluate the real risks to those that carry knives and their families and friends 	<ul style="list-style-type: none"> • Honour, Respect, Equality, Dishonour • HBV • Domestic Abuse • BBFC, PEGI • Debt, In-app purchases • Skin betting, Gaming • Whales, loot boxes • Slavery, Human Trafficking, Coercion, abduction • Illegal immigration • Criminal gangs
SUMMER	CELEBRATING DIVERSITY & EQUALITY		
2	Fair Trade Women's Rights AID Peace & Conflict	<ul style="list-style-type: none"> • To identify how Fairtrade supports developing countries and their farmers • To understand the importance of being an ethical consumer • To explore the changing role of women in society over the past 100+ years • To understand the key events that led up to women gaining equal rights with men • To evaluate what support networks are available to help support those in need • To describe a variety of ways the UK can help support other countries • To understand the different issues impacting countries across the world • To evaluate what support networks are available to help support those in need • To explore a variety of people who have successfully campaigned for peace over the years • To understand different symbol for peace used across the world • To evaluate why some world conflicts are difficult to solve 	<ul style="list-style-type: none"> • Fairtrade, Protest • Pressure Group • Government • Consumer • Producer • Discrimination • Forced labour • Equality, Suffrage, Suffragettes • Representation Act • Free Trade, Fair Trade • Aid • NGO • Developing, Globalisation • Debt Relief • Peace =A state where there is no war and fighting

YEAR 11			
AUTUMN	LIFE BEYOND SCHOOL		
1	Careers CV Interviews Personal Statements	<ul style="list-style-type: none"> To understand the purpose of a CV To understand how to create a clear and concise CV To understand what a personal statement is To explore when a personal statement may be needed To be confident in writing a personal statement that reflects your abilities and ambitions To understand the science behind 'flight' 'Fright' or 'Freeze' responses to stress To recognise that stress is only beneficial in the short term and over the long term can affect you physically and emotionally To understand how to manage stress and relaxation 	<ul style="list-style-type: none"> Qualifications Interests, Hobbies Referees Work Experience Personal Statement CV Skills, Qualities University Achievements Applications Relaxation, stress, and calmness Para-sympathetic, Cortisol, Hormones, Meditation, Yoga, Diet
AUTUMN	HEALTH & WELLBEING		
2	Parenthood Pregnancy Love and Abuse Organ Donation & Medical Ethics	<ul style="list-style-type: none"> To understand the challenges that raising a child presents for a couple To evaluate the impact parenthood has on teenagers To understand the many ways people can become parents in 2022 To understand the consequences of an unplanned pregnancy To know what to do if you think you or a friend is pregnant To understand the options available for unplanned To describe a positive and healthy relationship. To understand the different types of abuse that exist To identify where to turn to for help with abusive relationships I know the risk factors and common symptoms of breast cancer I understand how to perform a breast self-examination I understand the importance of a smear test and cervical screening To be aware of blood donation, and other forms of donation, including stem cell donation To understand how the law on 20th May 2020 is changing in relation to organ donation To evaluate the medical ethics of gene technology and stem cell research Examine what is meant by abortion and the law regarding abortion Consider different reasons why women have abortions To be able to explain the religious and legal perspectives on abortion in the UK and Northern Ireland 	<ul style="list-style-type: none"> Parenthood Abortion, Miscarriage, Adoption, Surrogacy, Artificial Insemination Pregnancy, Fertility, GP, Pregnancy Test Coercion, Domestic Abuse, Domestic Violence, Intimidation Emotional physical and sexual Abuse Breast Cancer, self-examination, malignant, tumours, Cervical, Smear test, Ovarian Cancer Organ donation, Donor, transplant, Gene technology, Blood, Liver disease Conception, abortion, Conceive, Contraception, Moral, Rights, Pro-life, Pro-choice

SPRING	RELATIONSHIPS & SEX EDUCATION		
1	Contraception Respect, Love & Relationships STI's Sexual Health	<ul style="list-style-type: none"> • To understand how a variety of different forms of contraception work • To be able to identify which types of contraception would be best used by different types of people • To explore which forms of contraception protect against pregnancy, STI's or both • To increase awareness of the importance of a young person's sexual health • To explore common myths about pregnancy and fertility • Explore where to access further support, guidance, and advice about sexual health • To understand the way STI's spread and the groups at higher risk • To increase awareness of the process of a young person's sexual health consultation at a clinic. • To understand the differences between viral STI's and bacterial STI's • To increase awareness of the importance of a young person's sexual health • To explore common myths about pregnancy and fertility • Explore where to access further support, guidance, and advice about sexual health • To understand the importance of respecting others and especially those we are in a relationship with • To be able to describe what love is and what love is not • To evaluate what support is available for someone in an abusive relationship 	<ul style="list-style-type: none"> • IUD, Diaphragm, Patch, Injection, Contraception Ring • Abstinence, Condom, Pill, Femidom • Thrush, Douche • Sexual Health, STI, Contraception, Sexual Health, Pregnancy • Sexual health, clinic, accessing services, conception, fears, help and support, contraception • Sexual Health, STI, Contraception, Sexual Health, Pregnancy

SPRING 2	STAYING SAFE ONLINE & OFFLINE		
	<p>Drugs</p> <p>Festivals</p> <p>Sexualisation of the Media</p> <p>Online Reputation</p>	<ul style="list-style-type: none"> • To define the term New Psychoactive Substances and give examples • To explore why NPS drugs are so dangerous to society • To understand how to protect yourself from peer pressure to experiment with NPS drugs • To understand the risks associated with parties and festivals and experimenting with drugs • To understand how to stay safe at a festival or a party • To evaluate whether drug testing tents at festivals will reduce drug related deaths at festivals • To understand the differences between aesthetic and cosmetic procedures • To explore negative and positive effects of undertaking these procedures • To evaluate what influences people to the point they feel the need to change their appearance for society • To define the terms digital footprints and online reputation • To understand the importance of an online audit of yourself • To understand why and how to build an online personal brand 	<ul style="list-style-type: none"> • Synthetic Cannabinoids, NPS, United Nations, Synthetic, Chemistry, Replacements, Stimulants, Legal Highs, Designer drugs • Glastonbury, NPS, Laughing Gas, Euphoria, Nauseas, Disassociation • Botox, Lip Fillers, Cosmetic Procedures, Breast augmentation, Breast reduction, Aesthetic • Online reputation, Digital Footprint, Personal Branding, CV Censorship