

# PERSONAL DEVELOPMENT LEARNING

*(PSHE- including RSE and Health Education)*

KS3, KS4 AND KS5

CURRICULUM 2021-22

In Malbank's personal Development Learning (PSHE) department we will develop healthy, independent and successful members of the community giving students opportunities to develop their personal wellbeing as well as their social, moral, spiritual, and cultural skills so that they can play a positive role in society.



YEAR 7 — MEDIUM-TERM OVERVIEW											
Half Term	Topic	Unit Learning	Links	Prior Knowledge	Head	Heart	Hand	Impact and links	Statutory RSE and Health	Gatsby	SMSC/ British Values
Autumn 1 Health & wellbeing	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid  PoS refs: H1, H2, H30, H33, R13, L1, L2  <u>Training for Staff</u> Please watch this training video before delivering this unit.	<ul style="list-style-type: none"> <li>how to identify, express and manage their emotions in a constructive way</li> <li>how to manage the challenges of moving to a new school</li> <li>how to establish and manage friendships</li> <li>how to improve study skills</li> <li>how to identify personal strengths and areas for development</li> <li>personal safety strategies and travel safety, e.g. road, rail and water</li> <li>how to respond in an emergency situation basic first aid</li> </ul>	<a href="#">Lesson 1- Transition</a>	<u>Prior Knowledge</u> An understanding of what personal development is and the benefits. They will have had a PSHE assembly where they can build this prior knowledge and understanding of these key terms. <u>Where Secured</u> PDL Intro assembly Primary School Key stage 2- Due to uncertainty of students securing this knowledge during key stage 2, this lesson revisits some of this prior knowledge to ensure ALL students can access the lesson. <u>Prior Acquisition &amp; Key Terms</u> Personal Development. Deadlines. Homework. Curriculum. Extra	<ul style="list-style-type: none"> <li>I know some of the differences between primary and secondary school</li> <li>I know how it might feel to move to secondary school</li> <li>To understand different ways of managing change</li> </ul>	I have started to develop my <b>Initiative</b> and <b>organisation</b> by tackling the transition into secondary school.  I have started to demonstrate some <b>resilience</b> in lessons	<ul style="list-style-type: none"> <li>I can recognise the transition between primary and secondary and explain how to cope with some of these changes</li> <li>I can demonstrate some resilience in lessons</li> <li>I can demonstrate social skills in the school environment and can demonstrate positive friendships</li> </ul>	This transitional support lesson will benefit the whole curriculum, enabling students to understand the importance of homework, meeting deadlines and joining in with extra-curriculum activities. The impact of this will be increased learning opportunities and progress across the curriculum.	<b>Health Education:</b> Topic 1 Mental Wellbeing <b>RSE:</b> Topic 2: Respectful Relationships including Friendships	N/A	<b>Social-</b> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
			<a href="#">Lesson 2- LORIC, Trust and Community</a>	<u>Prior Knowledge</u> An understanding of what personal development is and the benefits. They will have had a PSHE assembly where they can build this prior knowledge and understanding of these key terms.  <u>Where secured</u> PDL Intro assembly Primary School Key stage 2- Due to uncertainty of students securing this knowledge during key stage 2, this lesson revisits some of this prior knowledge to ensure ALL students can access the lesson.  <u>Prior Acquisition &amp; Key Terms</u> Trust, Honesty, Integrity, Self Esteem, Politicians, Society, Character traits	<ul style="list-style-type: none"> <li>I understand the concept of trust</li> <li>I understand what I have in common with others across my class</li> <li>To know what it would take for society to truly flourish</li> <li>To understand the concept of community and what makes a cohesive community</li> <li>To know how British communities have changed over the past 60 years</li> <li>To know how welcoming your local community is</li> </ul>	I can demonstrate some <b>communicational</b> skills and <b>social</b> skills by developing relationships with my peers  I have started to develop <b>Initiative</b> by engaging with opportunities outside of the classroom	<ul style="list-style-type: none"> <li>I can explain some attributes of a what a good friend looks like</li> <li>I can communicate with peers of my age group and demonstrate good social skills</li> <li>I can use my initiative to start planning opportunities within my school community</li> </ul>	This lesson is to support their transition into this school. Students will be encouraged to think about the school as a community and how to engage with it. This will give them a sense of community and an understanding of why this is so important. This will give students further skills to use in their own community as they grow up.	<b>RSE-</b> Topic 2: Respectful Relationships including Friendships	4. Linking Curriculum Learning to Careers	

			Lesson 3- <a href="#">First Aid 1</a>	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• know how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul> <p><u>Where secured</u></p> <p>Key Stage 2– Due to uncertainty of students securing this knowledge during key stage 2, this lesson revisits some of this prior knowledge to ensure ALL students can access the lesson.</p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>First aid, defibrillators, CPR</p>	<ul style="list-style-type: none"> <li>• I know what a primary survey is</li> <li>• I know how to place a casualty who is unresponsive and breathing normally into the recovery position</li> <li>• I know when it is necessary for CPR to be given (when a casualty is unresponsive and not breathing normally).</li> <li>• <i>Second half of the lesson- Term 1 assessment- see below.</i></li> </ul>	<ul style="list-style-type: none"> <li>• I have started to demonstrated <b>self-awareness</b> of stressful situations and the ability to work under pressure</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to outline how to conduct a primary survey on an injured or ill person</li> </ul>	Ensuring students have the right skill-set to deal with physical injuries in the correct manner. This includes helping their peers in an emergency. They will also develop the skills to work under pressure which is needed for academic success.	Health- Topic 7: First Aid	N/A	Social- develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	
Mid-term Assessment	Doddle: H1, H2, H3, H4, H5, H6	Click here for the assessment worksheet	<p><b>Term 1 assessment worksheet- to be completed in the second half of lesson 3 (30 minute test).</b></p> <p><b>What is being assessed? Transition, Managing Change, LORIC, British Values, First Aid</b></p>									
Autumn 2 Health & wellbeing	<p>Health and puberty</p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p> <p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<ul style="list-style-type: none"> <li>• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>• how to manage influences relating to caffeine, smoking and alcohol</li> <li>• how to manage physical and emotional changes during puberty</li> <li>• about personal hygiene</li> <li>• how to recognise and respond to inappropriate and unwanted contact</li> <li>• about FGM and how to access help and support</li> </ul>	Lesson 4- Sleep and diet	<p><u>Prior Knowledge</u></p> <p>An understanding of some benefits of how sleep makes you feel.</p> <p><u>Where secured</u></p> <p>Key Stage 2– Due to uncertainty of students securing this knowledge during key stage 2, this lesson revisits some of this prior knowledge to ensure ALL students can access the lesson.</p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Sleep, routine (usual), growth</p> <p>Mood, memory, rest, energy</p> <p>immunity (staying well), environment (surroundings), sleep hygiene (actions for a better night's sleep)</p>	<ul style="list-style-type: none"> <li>• To know what happens when we sleep</li> <li>• To know the benefits of good quality sleep</li> <li>• To know strategies to promote good quality sleep and know where to seek support if sleep is difficult</li> </ul>	I can demonstrate some <b>independence</b> in my own self-care to support my focus in lessons	<ul style="list-style-type: none"> <li>• I can explain why the recommended amount of sleep is important</li> <li>• I can demonstrate some independence in my own self-care to support my focus in lessons</li> </ul>	Personal hygiene and quality of sleep is key to students being happy and well in school and at home. The better sleep and better personal hygiene impact on improving attendance and progress.	Health- Topic 6: Health & Prevention	N/A	Social- To develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	

			Lesson 5- Drugs & Alcohol 1	<p><u>Prior Knowledge</u> Some knowledge of what drugs are and a few of the key terms below.</p> <p><u>Where secured</u> Key Stage 2– Due to uncertainty of students securing this knowledge during key stage 2, this lesson revisits some of this prior knowledge to ensure ALL students can access the lesson.</p> <p><u>Prior Acquisition &amp; Key Terms</u> Tobacco, nicotine, nicotine replacement therapy, e-cigarettes, vaping, shisha, waterpipes</p>	<p>Tobacco and Alcohol</p> <ul style="list-style-type: none"> <li>I know a range of risks related to tobacco, e-cigarette use and alcohol</li> <li>To know some influences on young people to smoke and drink alcohol</li> <li>To know a few strategies for managing peer influence in situations involving tobacco and e-cigarettes/vapes</li> </ul> <p>Homework</p> <ul style="list-style-type: none"> <li>assess and evaluate their prior knowledge, beliefs and attitudes regarding substance use.</li> <li>describe the effects of caffeine consumption.</li> <li>explain the risks associated with caffeine consumption.</li> <li>evaluate strategies to reduce caffeine consumption.</li> </ul>	<p>I have started to demonstrate some <b>resilience</b> and strategies to deal with peer pressure</p>	<ul style="list-style-type: none"> <li>I can highlight some risks related to substance misuse</li> <li>I can explain some resilience and strategies to deal with peer pressure</li> </ul>	<p>Removing potentially very serious barriers to student’s wellbeing and social life in general.</p>	<p>Health- Topic 5: Drugs + Tobacco + Alcohol RSE- Topic 4: Being safe</p>	<p>N/A</p>	<p>Moral- ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, and recognise legal boundaries and respect the civil and criminal law of England</p>
			Lesson 6- Puberty 1	<p><u>Prior Knowledge</u> Key Stage 2– Due to uncertainty of students securing this knowledge during key stage 2, this lesson revisits some of this prior knowledge to ensure ALL students can access the lesson.</p> <p><u>Pre-acquisition and key terms</u> Puberty, hormones, desire, emotional, angry, insecurity, pain, acne, body conscious, pituitary gland, prefrontal cortex</p>	<ul style="list-style-type: none"> <li>I know the physical and emotional changes that occur during puberty</li> <li>identify ways of managing the changes that occur during puberty</li> <li>explain where to seek advice and support about the changes that occur during puberty, such as school nurses.</li> </ul> <p>Homework See end of unit assessment</p>	<p>I have started to demonstrate <b>self-awareness</b> of puberty and <b>independence</b> in coping with such changes</p>	<ul style="list-style-type: none"> <li>I can identify the changes to the body during puberty and start to analyse the best coping strategies</li> </ul>	<p>Removing barriers and student concerns to a teenage lifestyle.</p>	<p>Health- Topic 8: Changing Adolescent body – Puberty</p>	<p>N/A</p>	<p>Spiritual- sense of enjoyment and fascination in learning about themselves</p>
Term 2 Assessment	Doddle: H7, H8, H9, H10, H11	Click here for the MS Form Click here for assessment sticker	End of unit assessment. Please duplicate this Microsoft Form and assign to your tutor group at the end of lesson 6. Once you have gathered the data, please complete the assessment sticker for this unit for students to reflect on at the start of lesson 7.								

Spring 1 Relationships	<b>Diversity</b> Diversity, prejudice, and bullying  PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> <li>about identity, rights and responsibilities</li> <li>about living in a diverse society</li> <li>how to challenge prejudice, stereotypes and discrimination</li> <li>the signs and effects of all types of bullying, including online</li> <li>how to respond to bullying of any kind, including online</li> <li>how to support others</li> </ul>	<b>Lesson 7</b>	<u>Prior Knowledge</u> <ul style="list-style-type: none"> <li>I can explain some attributes of a what a good friend looks like</li> <li>I can communicate with peers of my age group and demonstrate good social skills</li> <li>I can use my initiative to start planning opportunities within my school community</li> </ul> <u>Where secured</u> Year 7 Lesson 2  <u>Pre-acquisition and key terms</u> Social media, discrimination, blackmail, sexting, harassment, race, culture, ethnicity, sex, gender, sexual orientation, prejudice, physical, verbal	<ul style="list-style-type: none"> <li>To know about the meaning and impact of bullying and cyberbullying, as well as exploring appropriate ways of responding to discriminating, hurtful or intimidating behaviour.</li> </ul>	I have started to develop my <b>accountability</b> of how my actions may impact on others.  I can demonstrate some <b>kindness</b> and <b>respect</b> to my peers	<ul style="list-style-type: none"> <li>I can describe the meaning of bullying and cyberbullying and the impact it can have on an individual</li> <li>explore challenging scenarios and their appropriate responses</li> <li>explain where to seek support and advice on bullying/cyberbullying.</li> </ul>	In this lesson, students identify what being bullied means and the emotional impact this can have on an individual. Using peer-to-peer discussion, scenarios and videos, students explore different situations in which people can treat others in a negative way, as well as discover strategies to deal with hurtful types of behaviour.	<b>RSE- Topic 3: Online and Media</b> <b>Health- Topic 2: Internet safety and harms</b>	N/A	<b>Cultural-</b> knowledge of, and respect for, different people's faiths, feelings and values
			<b>Lesson 8</b>	<u>Prior Knowledge</u> <ul style="list-style-type: none"> <li>describe the meaning of bullying and cyberbullying and the impact it can have on an individual</li> <li>explore challenging scenarios and their appropriate responses</li> <li>explain where to seek support and advice on bullying/cyberbullying.</li> </ul> <u>Where secured</u> Year 7 Lesson 7  <u>Pre-acquisition and key terms</u> Disclosure, trust, support, consent, healthy, unhealthy, abuse	<ul style="list-style-type: none"> <li>To Know why, when and how t to seek help from a trusted adult, or report in appropriate or abusive behaviour.</li> </ul>	I can demonstrate some <b>self-efficacy</b> to recognise inappropriate behaviour and know how to get support	<ul style="list-style-type: none"> <li>I can identify the features of positive relationships in the home</li> <li>I can recognise inappropriate, non-consensual, or unwanted behaviour, including online</li> <li>Explain why, when and how someone might report inappropriate behaviour</li> <li>Demonstrate self-efficacy (a belief in your own abilities) and confidence in how to identify trusted adults and access support services</li> </ul>	This lesson plan is part of a new campaign from the Home Office, 'Something's Not Right', which is aimed at Children and young people who have experienced harm, including sexual and physical abuse, but haven't Received support due to the disruption caused by coronavirus. The lesson plan is designed to empower all students with the knowledge, skills and confidence they need to report concerns about themselves or someone they know, to trusted adults or other appropriate sources of support. In light of recent events, students maybe carrying additional worries, concerns or need to tell an adult about a specific incident or situation.	<b>RSE- Topic 1: Families and Topic 2: Respectful Relationships</b> <b>Health- Topic 2: Internet safety + Harmful behaviour</b>	N/A	<b>Moral-</b> ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, and recognise legal boundaries and respect the civil and criminal law of England



			Lesson 9	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>Identify the features of positive relationships in the home</li> <li>Recognise inappropriate, non-consensual, or unwanted behaviour, including online</li> <li>Explain why, when and how someone might report inappropriate behaviour</li> <li>Demonstrate self-efficacy (a belief in your own abilities) and confidence in how to identify trusted adults and access support services</li> </ul> <p><u>Where secured</u></p> <p>Year 7 Lesson 8</p> <p><u>Pre-acquisition and key terms</u></p> <p>sexting, consequences, pressures, consent</p>	<ul style="list-style-type: none"> <li>To know the term sexting, the consequences and the dangers and laws surrounding this</li> </ul>	I can demonstrate some <b>ability to resist peer pressure</b> by making the right choices online	<ul style="list-style-type: none"> <li>I can explain the pressures on young people to send naked pictures (sexts)</li> <li>I can give advice to others to avoid sending a sext</li> <li>I can understand the possible consequences of sending a sext, including the legal consequences</li> <li>Students can discuss if girls have a (more) negative experience online</li> </ul>	Peer pressure to make the wrong choices can impact on students' lives in a negative way. This can impact on their attitude to learning in school and decrease concentration. Poor choices around online safety can have long term effects and impact on their job prospects and opportunities.	Health- Topic 3: Online and media RSE: Topic 4: Being safe and Topic 5: Intimate and sexual relationships, including sexual health	N/A	Moral- understanding of the consequences of their behaviour and actions
Mid-term Assessment	Doddle: R1, R2, R3, R4, R5, R6, R7	Click here for the assessment worksheet	<b>Term 1 assessment worksheet- to be completed in the second half of lesson 3 (30 minute test).</b> <i>What is being assessed?</i>								
Spring 2 Relationships	<p><b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> <li>how to develop self-worth and self-efficacy</li> <li>about qualities and behaviours relating to different types of positive relationships</li> <li>how to recognise unhealthy relationships</li> <li>how to recognise and challenge media stereotypes</li> <li>how to evaluate expectations for romantic relationships</li> <li>about consent, and how to seek and assertively communicate consent</li> </ul>	Lesson 10	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>I can recognise the transition between primary and secondary and explain how to cope with some of these changes</li> <li>I can demonstrate some resilience in lessons</li> <li>I can demonstrate social skills in the school environment</li> </ul> <p><u>Where secured</u></p> <p>Year 7 Lesson 1</p> <p><u>Pre-acquisition and key terms</u></p> <p>sexting, consequences, pressures, consent</p>	<ul style="list-style-type: none"> <li>To know about friendships and how to deal with some of the challenges that can arise.</li> </ul>	I can demonstrate further resilience in lessons and outside of lessons (especially towards friendships)	<ul style="list-style-type: none"> <li>identify the qualities of positive friendships</li> <li>I can describe strategies for dealing with challenges in friendships</li> <li>explain where and how to access support and help, including from professionals.</li> </ul>	In this lesson, students explore the nature of friendships and identify some of the challenges that can arise in social relationships as well as thinking about how to provide effective peer support.	Health- Topic 1: Mental wellbeing RSE- Topic 1: Families and Topic 2: Respectful relationships, including friendships	N/A	Cultural- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain

			Lesson 11	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• identify the qualities of positive friendships</li> <li>• describe strategies for dealing with challenges in friendships</li> <li>• explain where and how to access support and help, including from professionals</li> </ul> <p><u>Where secured</u> Year 7 Lesson 10</p> <p><u>Pre-acquisition and key terms</u></p>	<ul style="list-style-type: none"> <li>• To know about the qualities of healthy and unhealthy relationships</li> </ul>	I can demonstrate some active <b>listening</b> and <b>assertiveness</b> skills	<ul style="list-style-type: none"> <li>• I can identify healthy and unhealthy relationship behaviours</li> <li>• I can describe the consequences of different relationship communication styles</li> <li>• I can demonstrate some active listening and assertiveness skills</li> </ul>	This lesson will explore what healthy relationships should look like and will discuss how to establish healthy relationships. It will also discuss signs of unhealthy relationships and role play potential solutions to such relationships.	RSE- Topic 2: Respectful relationships, including friendships	N/A	<b>Social</b> - cooperating well with others and being able to resolve conflicts effectively
			Lesson 12	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• I can identify healthy and unhealthy relationship behaviours</li> <li>• I can describe the consequences of different relationship communication styles</li> <li>• I can demonstrate some active listening and assertiveness skills</li> </ul> <p><u>Where secured</u> Year 7 Lesson 11</p> <p><u>Pre-acquisition and key terms</u> Consent, choice, freedom, capacity, age of consent</p>	<ul style="list-style-type: none"> <li>• To know about consent, what it means and what it should look like in practice.</li> </ul>	I can demonstrate good <b>ethics</b> and <b>values</b> towards sex and relationships	<ul style="list-style-type: none"> <li>• I can explain what consent means, both legally and ethically, and why it is so important.</li> <li>• I can identify signs of when someone is consenting and when they are not.</li> <li>• I can describe how consent is sought, given and not given in a healthy relationship.</li> <li>• I can give reasons why most young people do not have sex until after they have passed the age of consent.</li> </ul>	This lesson is adapted from the PSHE Association's guidance document Teaching about consent at key stages 3 and 4, available here. The lesson explores what consent means and how you can recognise when another person is giving their consent. While the lesson looks at both seeking and giving/not giving consent, it is important to reinforce the fact that it is the person seeking consent who is responsible for ensuring that consent is given freely and that the other person has the capacity to give their consent. The PSHE Association factsheet, Summary of the Law on Consent, will be useful to support this lesson.	RSE- Topic 2: Respectful relationships, including friendships Health- Topic 4: Being Safe	N/A	<b>Cultural</b> - ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
Term 2 Assessment	Doddle:	Click here for the MS Form Click here for assessment sticker		End of unit assessment. Please duplicate this Microsoft Form and assign to your tutor group at the end of lesson 6. Once you have gathered the data, please complete the assessment sticker for this unit for students to reflect on at the start of lesson 7.							

Summer 1 Living in the wider world	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations  PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> <li>• how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>• about a broad range of careers and the abilities and qualities required for different careers</li> <li>• about equality of opportunity</li> <li>• how to challenge stereotypes, broaden their horizons and how</li> <li>• to identify future career aspirations</li> <li>• about the link between values and career choices</li> </ul>	Lesson 13	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• I can explain some attributes of a what a good friend looks like</li> <li>• I can communicate with peers of my age group and demonstrate good social skills</li> <li>• I can use my initiative to start planning opportunities within my school community</li> </ul> <p>Further to this an understanding of what personal development is and the benefits. They will have had a PSHE assembly where they can build this prior knowledge and understanding of these key terms. <u>Where secured</u> Year 7 Lesson 2 Assembly- Year 7</p> <p><u>Pre-acquisition and key terms</u></p>	<ul style="list-style-type: none"> <li>• To know a number of skills that are important for different careers</li> <li>• To know what an employable person looks like</li> </ul>	I can demonstrate some <b>initiative</b> by researching job options that I show an interest in.	<ul style="list-style-type: none"> <li>• I can recognise three key elements of my personality</li> <li>• I can begin to explain how different job roles require a range of skills, interests and personality traits</li> <li>• I can identify some ways of building an accurate self-image that can guide successful career choices</li> </ul>	<p>These activities are designed to help young people learn how their aspirations, skills, personality traits and interests can lead them to making rewarding career choices. It may also inspire discovery and investigation of jobs they have not previously considered.</p> <p>Identifying the skills they already have can help students strive for success in their education, as well as providing focus on which skills they could improve at, to help them with their next step.</p>	N/A	4. Linking Curriculum Learning To Careers	<b>Spiritual-</b> willingness to reflect on their experiences.
			Lesson 14	<p><u>Prior Knowledge</u></p> <p>Some knowledge of adaptability and resilience will have been covered in the first half term of year 7, including an assembly.</p> <p><u>Where secured</u></p> <p>First half term of year 7.</p> <p><u>Pre-acquisition and key terms</u></p> <p>Adaptability, team work, problem solving, resilience</p>	<ul style="list-style-type: none"> <li>• I know what the term adaptability is and I understand how it can benefits problem solving.</li> </ul>	I can demonstrate some <b>leadership to work within a team</b> with my peers.	<ul style="list-style-type: none"> <li>• I can identify some problems of different scales and what is needed to solve them</li> <li>• I can illustrate the use of an adaptable approach to solving problems</li> <li>• I understand that problem solving is a core transferable skill and identify its usefulness in a work setting</li> <li>• I can start to work in a team to solve a problem</li> </ul>	<p>Economic, societal and technological forces are changing the world of work, and skills like staying positive (resilience), problem solving, creativity and leadership are becoming increasingly valuable to employers. Your students may already possess some of these core transferable skills but by improving them and developing others, they can be better prepared for the future workplace. By delivering each of the skill-based lessons in this suite you can encourage growth in all these areas or focus in on the ones your students need most.</p>	N/A	4. Linking Curriculum Learning To Careers	<b>Social-</b> develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.



			Lesson 15	<p><u>Prior Knowledge</u></p> <p>First finance education within the PDL curriculum.</p> <p><u>Where secured</u></p> <p>Primary School Key stage 2- Due to uncertainty of students securing this knowledge during key stage 2, this lesson revisits some of this prior knowledge to ensure ALL students can access the lesson.</p> <p><u>Pre-acquisition and key terms</u></p> <p>Economy, bank of England,</p>	<ul style="list-style-type: none"> <li>• I briefly understand how the economy, and other factors, influences our decisions</li> <li>• I know about the role of the Bank of England</li> </ul>	I can start to demonstrate some <b>self-awareness</b> with my own finances and <b>resilience</b> in making the right decisions when purchasing	<ul style="list-style-type: none"> <li>• I can describe how the different parts of the economy are connected</li> <li>• I can describe the role of the Bank of England in the economy</li> <li>• I can explain what influences financial decisions (including the economy)</li> </ul>	This is the first of three lessons from the Bank of England that empower young people to become great decision makers, and understand how their decisions affect, and are affected by, the economy. Students will explore what the economy is, the role of the Bank of England, and how these and other factors influence decisions. In Lessons 2 and 3, students will discover how they can analyse reliable information to make the best decisions, and consider the consequences of the decisions they make – for themselves, others, and the economy.	N/A	4. Linking Curriculum Learning To Careers	N/A
Mid-term Assessment	Doddle:	Click here for the assessment worksheet	<b>Term 1 assessment worksheet- to be completed in the second half of lesson 3 (30 minute test).</b> <b>What is being assessed? Transition, Managing Change, LORIC, British Values, First Aid</b>								
Summer 2 Living in the wider world	Financial decision making Saving, borrowing, budgeting and making financial choices  PoS refs: H32, L15, L16, L17, L18	<ul style="list-style-type: none"> <li>• how to make safe financial choices about ethical and unethical business practices and consumerism about saving, spending and budgeting</li> <li>• how to manage risk-taking behaviour</li> </ul>	Lesson 16	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• I can describe how the different parts of the economy are connected</li> <li>• I can describe the role of the Bank of England in the economy</li> <li>• I can explain what influences financial decisions (including the economy)</li> </ul> <p><u>Where secured</u></p> <p>Year 7- Lesson 15</p> <p><u>Pre-acquisition and key terms</u></p> <p>Informed choices, economy, risk, bank of England</p>	<ul style="list-style-type: none"> <li>• how to ask questions that aid decision-making</li> <li>• how to analyse information, assessing its reliability</li> <li>• how to assess and manage risk in relation to financial decisions</li> </ul>	I can demonstrate some <b>critical thinking</b> by analysing my options to make decisions for myself	<ul style="list-style-type: none"> <li>• I can explain how to make informed choices</li> <li>• I can explain how the Bank of England uses different sources of information to help make its decisions</li> </ul>	This is the second of three lessons from the Bank of England that empower young people to become great decision makers, and understand how their decisions affect, and are affected by, the economy. Having considered what influences their decisions in Lesson 1, students will now explore the process involved in great decision-making – sourcing and analysing reliable information, then weighing up different options. In Lesson 3, they will consider the consequences of the decisions they make – for themselves, others, and the economy.	N/A	4. Linking Curriculum Learning To Careers	Moral- understanding of the consequences of their behaviour and actions

			Lesson 17	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>I can explain how to make informed choices</li> <li>I can explain how the Bank of England uses different sources of information to help make its decisions</li> </ul> <p><u>Where secured</u> Year 7 Lesson 16</p> <p><u>Pre-acquisition and key terms</u> Economic environment, consumers</p>	<ul style="list-style-type: none"> <li>about the business and economic environment</li> <li>how personal financial choices can affect ourselves, others and the economy</li> <li>about our responsibilities as consumers</li> <li>how to assess and manage risk in relation to financial decisions</li> </ul>	I can demonstrate some <b>organisation</b> to ensure I make the right choices financially	<ul style="list-style-type: none"> <li>I can explain the consequences of decision making</li> <li>I can describe how my choices might affect the economy</li> </ul>	This is the third of three lessons from the Bank of England that empower young people to become great decision makers, and understand how their decisions affect, and are affected by, the economy. In Lessons 1 and 2, students explored the factors that influence their decisions, and the process involved in great decision-making. In this lesson, they will consider the consequences of the decisions they make – for themselves, others, and the economy.	N/A	4. Linking Curriculum Learning To Careers	Moral- understanding of the consequences of their behaviour and actions
			Lesson 18	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>I can explain the consequences of decision making</li> <li>I can describe how my choices might affect the economy</li> </ul> <p><u>Where secured</u> Year 7- Lesson 17</p> <p><u>Pre-acquisition and key terms</u> Saving, borrowing, decision-making, lenders, debt, fraud, scams</p>	<ul style="list-style-type: none"> <li>Students will learn about saving, borrowing and financial fraud.</li> </ul>	I can demonstrate some <b>problem-solving</b> skills to explain how some financial situations carry risk. I can use my <b>resilience</b> and <b>initiative</b> to spot fraud.	<ul style="list-style-type: none"> <li>I can describe the benefits of saving and borrowing.</li> <li>I can explain how interest rates work in relation to saving and borrowing.</li> <li>I can judge when financial situations can present significant risk and can explain why this may impact on someone's wellbeing.</li> <li>I can suggest ways to avoid negative financial risk from borrowing or fraud.</li> </ul>	Students will explore why people might choose to save or borrow money (in the short and long term), the benefits of planning saving and borrowing, the effect of interest rates on saving or borrowing money, different types of lender and the difference between manageable and unmanageable debt. The lesson will also help students understand some of the risks around financial fraud and scams, and how to avoid them.	N/A	4. Linking Curriculum Learning To Careers	N/A
Term 2 Assessment	Doddle:	Click here for the MS Form Click here for assessment sticker	End of unit assessment. Please duplicate this Microsoft Form and assign to your tutor group at the end of lesson 6. Once you have gathered the data, please complete the assessment sticker for this unit for students to reflect on at the start of lesson 7.								

YEAR 8 — MEDIUM-TERM OVERVIEW											
Half Term	Topic	Unit Learning		Prior Knowledge	Head	Heart	Hand	Impact and links	RSE	Gatsby	SMSC
Autumn 1 Health & wellbeing	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use  PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ul style="list-style-type: none"> <li>about medicinal and reactional drugs</li> <li>about the over-consumption of energy drinks</li> <li>about the relationship between habit and dependence</li> <li>how to use over the counter and prescription medications safely</li> <li>how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>how to manage influences in relation to substance use how to recognise and promote positive social norms and attitudes</li> </ul>	Lesson 1- Smoking	<u>Prior Knowledge</u> <ul style="list-style-type: none"> <li>To know a range of risks related to tobacco, e-cigarette use and alcohol</li> <li>To know some influences on young people to smoke and drink alcohol</li> <li>To know a few strategies for managing peer influence in situations involving tobacco and e-cigarettes/vapes</li> </ul> <u>Where secured</u> Year 7 Lesson 5- This lesson builds on the knowledge of drugs and alcohol from year 7. This is lesson 2 in the 'Drugs and Alcohol' sequence of lessons and focusses on smoking in more detail.	Smoking <ul style="list-style-type: none"> <li>To know some reasons why some people smoke</li> <li>To understand the harm smoking does to your health</li> <li>To know who to ask for advice and where to look for guidance on resisting pressure to smoke, including on the NHS Smokefree website</li> </ul>	I can demonstrate some <b>Resilience</b> by tackling peer pressure	<ul style="list-style-type: none"> <li>I can explain the harmful chemicals that are contained within a cigarette</li> <li>I understand the impacts smoking has on the body</li> <li>To evaluate how effective the government has been in helping people to quit smoking</li> </ul>	Removing potentially very serious barriers to student's wellbeing and social life in general.	Topic 5: Drugs, alcohol and tobacco	N/a	understanding of the consequences of their behaviour and actions

			Lesson 2- Alcohol	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>To know a range of risks related to tobacco, e-cigarette use and alcohol</li> <li>To know some influences on young people to smoke and drink alcohol</li> <li>To know a few strategies for managing peer influence in situations involving tobacco and e-cigarettes/vapes</li> </ul> <p><u>Where secured</u> Year 7 Lesson 5- This lesson builds on the knowledge of drugs and alcohol from year 7. This is lesson 3 in the 'Drugs and Alcohol' sequence of lessons and focusses on alcohol in more detail,</p> <p><u>Prior Acquisition &amp; Key Terms</u> Depressant, peer-pressure, family, friends, support, communication, units, incapacitated, risk</p>	<ul style="list-style-type: none"> <li>To understand why young people may choose to drink.</li> <li>To know some of the risks associated with underage drinking and how to make safe choices around alcohol.</li> </ul>	I have started to demonstrate some <b>ethical awareness</b> of how poor choices impact on others	<ul style="list-style-type: none"> <li>I can explain a number of risks related to alcohol</li> <li>I can demonstrate some resilience and strategies to deal with peer pressure</li> </ul>	Removing potentially very serious barriers to student's wellbeing and social life in general.	Topic 5: Drugs, alcohol and tobacco	N/a	ability to recognise the difference between right and wrong
			Lesson 3- Attitudes to drugs, laws and managing risk	<p><u>Prior Knowledge</u></p> <p>Students will have knowledge of what tobacco; alcohol and some drugs are. They will know some risks associated with them.</p> <p><u>Where secured</u> Year 8 Lesson 2</p> <p><u>Prior Acquisition &amp; Key Terms</u> Drugs, legal/illegal, possession, intent to supply, consequences, criminal record</p>	<ul style="list-style-type: none"> <li>To know about the potential legal consequences of using illegal drugs</li> </ul>	Students will continue to develop their <b>ethical awareness</b> of how poor choices impact on others	<ul style="list-style-type: none"> <li>I can explain the legal terms 'possession', 'supply' and 'intent to supply' in relation to drugs</li> <li>I can explain the short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs</li> </ul>	Ensuring students know the laws behind substances so they can keep themselves safe and risk free.	Topic 5: Drugs, alcohol and tobacco	N/a	ability to recognise the difference between right and wrong
Mid-term Assessment	Doddle D1-D5	<a href="#">Click here for the assessment worksheet</a>	<b>Term 1 assessment worksheet- to be completed in the second half of lesson 3 (30 minute test).</b> <b>What is being assessed? Smoking, peer influence, risks of alcohol, risks of substances</b>								

Autumn 2 Health and Wellbeing	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies  PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<ul style="list-style-type: none"> <li>about attitudes towards mental health</li> <li>how to challenge myths and stigma</li> <li>about daily wellbeing</li> <li>how to manage emotions</li> <li>how to develop digital resilience</li> <li>about unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>about healthy coping strategies</li> </ul>	Lesson 4: Mental Health- Promoting emotional wellbeing	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>evaluate the links between mental health and physical health</li> <li>identify common misconceptions about mental health</li> <li>recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health</li> </ul> <p><u>Where secured</u></p> <p>Year 7- Assembly</p> <p><u>Prior Acquisition &amp; Key Terms</u></p>	<ul style="list-style-type: none"> <li>ways to promote emotional wellbeing.</li> <li>to build resilience and how to reframe disappointments and setbacks</li> </ul>	I can demonstrate <b>resilience</b> by tackling how to bounce back from setbacks and explain example of how I have done this	<ul style="list-style-type: none"> <li>I can explain some of the factors that affect emotional wellbeing</li> <li>I can identify some ways to promote emotional wellbeing and build resilience</li> <li>I can reframe and learn from disappointments and setbacks</li> </ul>	Focussing on mental wellbeing is key to a happy student. This will ensure students are motivated and focussed on their studies, without any distractions.	Topic 1: Mental wellbeing	N/a	knowledge of, and respect for, different people's faiths, feelings and values
			Lesson 5: Mental Health- Unhealthy coping strategies	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>ways to promote emotional wellbeing.</li> <li>to build resilience and how to reframe disappointments and setbacks</li> </ul> <p><u>Where secured</u></p> <p>Year 8 Lesson 4</p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Unhealthy coping strategy, self-harm, eating disorders, anorexia nervosa, bulimia nervosa, binge eating disorder, triggers, misconception, healthy coping strategy, warning signs</p>	<ul style="list-style-type: none"> <li>to know about unhealthy coping strategies, including self-harm and eating disorders</li> <li>to know why, when and how to access support for themselves or others</li> </ul>	I can demonstrate some <b>empathy</b> by knowing how to support others	<ul style="list-style-type: none"> <li>I can explain why self-harm and eating disorders are unhealthy coping strategies</li> <li>I can recognise misconceptions about unhealthy coping strategies</li> <li>I can recognise warning signs of emotional difficulties;</li> <li>I can identify suitable sources of support, and explain I can explain why, when and how to seek help for themselves or others</li> </ul>	Focussing on mental wellbeing is key to a happy student. This will ensure students are motivated and focussed on their studies, without any distractions. This continues to cover dealing with poor mental health and making sure students know the right coping strategies.	Topic 1: Mental wellbeing	N/a	interest in investigating and offering reasoned views about moral and ethical issues



			Lesson 6: Mental Health - Healthy coping strategies	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>to know about unhealthy coping strategies, including self-harm and eating disorders</li> <li>to know why, when and how to access support for themselves or others</li> </ul> <p><u>Where secured</u> Year 8 Lesson 5</p> <p><u>Prior Acquisition &amp; Key Terms</u> Healthy coping strategies, managing feelings, positive strategies, depression, anxiety disorders</p>	<ul style="list-style-type: none"> <li>healthy ways to manage difficult feelings or challenging circumstances</li> </ul>	I can explain the term <b>initiative</b> and recognise my own problems and know how to deal with them	<ul style="list-style-type: none"> <li>I can recognise circumstances leading to intense emotions that may be difficult to manage.</li> <li>I can explain a range of positive strategies for managing difficult emotions</li> <li>I can assess whom, how and why to ask for support when it's Needed</li> </ul>	To ensure students know where to find support. Again, this provided students with the best possible chance of having good mental wellbeing. This impacts on academic performance.	Topic 1: Mental wellbeing	N/a	cooperating well with others and being able to resolve conflicts effectively
<b>Term 2 Assessment</b>	<b>Doddle: M1-M6</b>	<b>Click here for the MS Form</b> <b>Click here for assessment sticker</b>		<b>End of unit assessment. Please duplicate this Microsoft Form and assign to your tutor group at the end of lesson 6. Once you have gathered the data, please complete the assessment sticker for this unit for students to reflect on at the start of lesson 7.</b>							
Spring 1 Relationships	Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42, R43	<ul style="list-style-type: none"> <li>how to manage influences on beliefs and decisions</li> <li>about group-think and persuasion</li> <li>how to develop self-worth and confidence</li> <li>about gender identity, transphobia and gender-based discrimination</li> <li>how to recognise and challenge homophobia and biphobia</li> <li>how to recognise and challenge racism and religious discrimination</li> <li>discrimination</li> </ul>	Lesson 7 - Raising awareness of those with autism and disabilities	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>describe the meaning of bullying and cyberbullying and the impact it can have on an individual</li> <li>explore challenging scenarios and their appropriate responses</li> <li>explain where to seek support and advice on bullying/cyberbullying.</li> </ul> <p><u>Where secured</u> Year 7 Lesson 7</p> <p><u>Prior Acquisition &amp; Key Terms</u></p>	<ul style="list-style-type: none"> <li>about the place of people with learning disabilities and autism within a diverse society;</li> <li>about the challenges faced by people with learning disabilities and autism, including others' preconceptions, lack of awareness and understanding, discrimination and disablist bullying;</li> <li>the potential physical and emotional effects of discrimination and disablist bullying on people with learning disabilities and autism;</li> <li>ways to challenge disablist bullying, prejudice and discrimination as individuals, as a community and within society</li> </ul>	I can demonstrate good <b>respect</b> for others and good attitudes to challenging <b>discrimination</b>	<ul style="list-style-type: none"> <li>demonstrate an increased understanding and awareness of people with learning disabilities and autism within a diverse society;</li> <li>recognise disablist language and bullying: how, where and why it happens and the potential physical and emotional impacts of these behaviours on people with learning disabilities and autism and the communities to which they belong;</li> <li>I can describe ways of challenging disablist language, bullying, discrimination and prejudice;</li> <li>identify and evaluate steps that have been taken or could be taken in law and in the community, to change attitudes towards and support people with learning disabilities and autism</li> </ul>	series of lessons looking at issues around diversity, equality, celebrating difference, and bullying. It looks at raising awareness and challenging perceptions of people with learning disabilities and autism as part of a diverse society, asks pupils to reflect on the impact of ways in which people with learning disabilities and autism are perceived, judged, described and treated, and explores how to question, challenge and change these behaviours.	Topic 2: Internet safety and harms Topic 1: Families and Topic 2: Respectful relationships, including friendships	N/a	knowledge of, and respect for, different people's faiths, feelings and values

			<p><i>Prior Knowledge</i></p> <ul style="list-style-type: none"> <li>•demonstrate an increased understanding and awareness of people with learning disabilities and autism within a diverse society;</li> <li>•recognise disablist language and bullying: how, where and why it happens and the potential physical and emotional impacts of these behaviours on people with learning disabilities and autism and the communities to which they belong;</li> <li>•describe or demonstrate ways of challenging disablist language, bullying, discrimination and prejudice;</li> <li>•identify and evaluate steps that have been taken or could be taken in law and in the community, to change attitudes towards and support people with learning disabilities and autism</li> </ul> <p><u>Where secured</u></p> <p>Year 7 Lesson 8</p> <p><u>Prior Acquisition &amp; Key Terms</u></p>	To know about the history of racism and what the term/the effects of prejudice.	I can demonstrate mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.	<ul style="list-style-type: none"> <li>• Understood the injustice and the senselessness of racism</li> <li>• Have gained a full understanding of what racism is and considered the damaging nature of racism</li> <li>• Begun to consider their existing prejudices towards groups of people in society</li> <li>• Begun to critically evaluate language and the power words can have</li> </ul>	Young people need to understand equality and know their rights, to understand both how they should be treated, and how they should treat others. Teaching these topics creates a safe place for students to explore, discuss, challenge and form their own opinions and values.	<p>Topic 3: Respectful Relationships</p> <p>Topic 2: Respectful relationships, including friendships</p>	N/a	<p>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p>
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			Lesson 9- Exploring stereotypes and the influence of the media	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>Understood the injustice and the senselessness of racism</li> <li>Have gained a full understanding of what racism is and considered the damaging nature of racism</li> <li>Begun to consider their existing prejudices towards groups of people in society</li> <li>Begun to critically evaluate language and the power words can have</li> </ul> <p><u>Where secured</u></p> <p>Year 8 Lesson 8</p> <p><u>Prior Acquisition &amp; Key Terms</u></p>	<ul style="list-style-type: none"> <li>To know that people have negative attitudes and what is meant by prejudice and stereotypes.</li> <li>Be able to recognise my own and others' stereotypical and prejudicial attitudes.</li> <li>Be aware of the negative consequences of prejudice and stereotypes.</li> </ul>	I can demonstrate good <b>thinking skills</b> and <b>communicate</b> my views sensibly and respectfully to the class	<ul style="list-style-type: none"> <li>Considered their existing prejudices towards different groups of people in society</li> <li>Understood the concept of stereotyping and recognised the dangers of carrying misinformation</li> <li>Thought critically about the information that they receive and carefully considered the sources of their information</li> <li>Explored the role of the media, considered the influence it has on their perceptions of the world around us and discussed ways in which the impact of the media can be effectively challenged</li> </ul>	This lesson starts with a thinking skills activity which aims to reveal students own prejudicial and stereotypical views in order to introduce the concepts. Students then explore stereotypes of different genders and of teenagers to appreciate how it feels to be labelled. This enables them to empathise with other groups that can be stereotyped and to challenge the negative labels	Topic 3: Respectful Relationships Topic 2: Respectful relationships, including friendships	N/a	interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity
Mid-term Assessment	Doddle:	Click here for the assessment worksheet	<b>Term 1 assessment worksheet- to be completed in the second half of lesson 3 (30 minute test).</b> <b>What is being assessed? Transition, Managing Change, LORIC, British Values, First Aid</b>								
Spring 2	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<ul style="list-style-type: none"> <li>the qualities of positive, healthy relationships</li> <li>how to demonstrate positive behaviours in healthy relationships</li> <li>about gender identity and sexual orientation</li> <li>about forming new partnerships and developing relationships</li> <li>about the law in relation to consent</li> <li>that the legal and moral duty is with the seeker of consent</li> <li>how to effectively communicate about</li> </ul>	Lesson 10- Sexual orientation and gender identity	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>prejudices towards different groups of people in society</li> <li>stereotyping and recognised the dangers of carrying misinformation</li> <li>Explored the role of the media, considered the influence it has on their perceptions</li> </ul> <p><u>Where secured</u></p> <p>Year 8 Lesson 9</p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Sexual orientation, gender, gender identity, stereotype, homophobia, transphobia, trans, transgender, gay, lesbian, questioning, heterosexual, cisgender, Non-binary</p>	<ul style="list-style-type: none"> <li>to understand and respect the spectrum of gender identities and sexual orientations.</li> </ul>	I can demonstrate mutual respect for and tolerance of those with different views on gender and for those of a different gender or sexual orientation	<ul style="list-style-type: none"> <li>I can explain the difference between sexual orientation and gender identity</li> <li>I can identify and challenge homophobic, biphobic and transphobic behaviour LGBTQ+</li> </ul>	This lesson explores the distinctions and key terminology regarding sexual orientation and gender identity. It aims to provide young people with the knowledge, skills and attributes to challenge unhelpful stereotypes and promote inclusive behaviour in school and the wider community.	Topic 2: Respectful relationships, including friendships	N/a	interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity

		<ul style="list-style-type: none"> <li>consent in relationships</li> <li>about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>about basic forms of contraception, e.g. condom and pill</li> </ul>	<p>Lesson 11- Relationship Values</p> <p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>I can explain the difference between sexual orientation and gender identity</li> <li>I can identify and challenge homophobic, biphobic and transphobic behaviour</li> </ul> <p><u>Where secured</u></p> <p>Year 10 Lesson 10</p> <p><u>Prior Acquisition &amp; Key Terms</u></p>	<ul style="list-style-type: none"> <li>to develop realistic and healthy relationship expectations.</li> </ul>	I can demonstrate some effective communication within a relationship	<ul style="list-style-type: none"> <li>I can reflect on my values around relationships</li> <li>I can identify when a relationship can be improved with effective communication or when the relationship is no-longer healthy and should be ended</li> <li>I can suggest safe and constructive ways of ending a relationship</li> </ul>	The lesson will explore the principles of healthy relationships and enable students to practise managing difficulties in relationships. This is a subject that is likely to raise a lot of discussion. Developing relationships can cause worry and confusion for young people. It is important to reassure the group and remind them that they all have a right to healthy, respectful relationships and help them to have the confidence to identify and reject negative, unhealthy relationships.	<p>Topic 1: Families</p> <p>Topic 2: Respectful relationships, including friendships</p>	N/a	willingness to reflect on their experiences.	
			<p>Lesson 12- Introduction to contraception</p> <p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>about how and why different contraceptives are used</li> </ul> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Contraception, conception, condom, pill, ovulation</p>	<ul style="list-style-type: none"> <li>about how and why different contraceptives are used</li> </ul>	I have demonstrated good communication	<ul style="list-style-type: none"> <li>I can explain what is meant by contraception</li> <li>I can explain how and why condoms are used</li> <li>I can explain how and why the contraceptive pill is used</li> <li>I can explain where and how to get contraception and advice on contraceptives</li> </ul>	This lesson looks at basic information on contraceptives; what they are, how they are accessed and how to use them. It is important to gauge whether students would benefit from further detail on this topic, dependent on the maturity level of students in your class and your local health-related behaviour data. It is advisable to liaise with colleagues in science to check prior teaching of menstrual cycle and reproduction.	<p>Topic 5: Intimate and sexual relationships, including sexual health</p>	N/a	n/a	
Term 4 Assessment	Doddle: M1-M6	<p><a href="#">Click here for the MS Form</a></p> <p><a href="#">Click here for assessment sticker</a></p>	End of unit assessment. Please duplicate this Microsoft Form and assign to your tutor group at the end of lesson 6. Once you have gathered the data, please complete the assessment sticker for this unit for students to reflect on at the start of lesson 7.								

Summer 1	First aid, working under pressure, critical thinking	<ul style="list-style-type: none"> <li>I know about how a casualty should be looked after and how to reassure them.</li> <li>I know how to identify when an asthma attack requires treatment and how to act accordingly.</li> <li>Allergic reaction</li> <li>To encourage young people to think critically about the information they see online as it may not be true or trustworthy</li> </ul>	Lesson 13- First Aid Allergies	<p><u>Prior Knowledge</u> I can begin to outline how to conduct a primary survey on an injured or ill person</p> <p><u>Where secured</u> Year 7 Lesson 3</p> <p><u>Prior Acquisition &amp; Key Terms</u> Allergen, Contact, Trigger Ingested, Injected, Inhaled Immune system, Adrenaline DRsABC, Monitor, Anaphylaxis, Severe, Airway, Auto-injector</p>	<ul style="list-style-type: none"> <li>I know about how a casualty should be looked after and how to reassure them.</li> <li>I know how to seek medical help if required</li> <li>I have a basic understanding of what can happen within our body to provoke an allergic reaction.</li> </ul>	I have demonstrated <b>self-awareness</b> of stressful situations and some <b>ability to work under pressure</b>	<ul style="list-style-type: none"> <li>Identify when someone is having an allergic reaction</li> <li>Help a casualty who is having an allergic reaction</li> <li>Call for help if required for a casualty who is having an allergic reaction</li> </ul>		Topic 7: Basic first aid	N/a	demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
			Lesson 14- first Aid Asthma	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u> Year 8 Lesson 13</p> <p><u>Prior Acquisition &amp; Key Terms</u> Allergic, airways, respiratory rate, breathing, triggers, inhaler, lungs bronchiole, inhale, exhale, inflate Deflate, diaphragm, alveoli</p>	<ul style="list-style-type: none"> <li>I know how to identify when an asthma attack requires treatment and how to act accordingly.</li> <li>I understand what can cause asthma and understand when to call for help.</li> <li>I understand an asthma attack can be serious, even life threatening.</li> </ul>	I have demonstrated <b>self-awareness</b> of stressful situations and the <b>ability to work under pressure</b>	<ul style="list-style-type: none"> <li>Identify a casualty who is having an asthma attack</li> <li>Provide first aid for a casualty who is having an asthma attack</li> <li>Understand how and when to seek medical help if required</li> </ul>		Topic 7: Basic first aid	N/a	demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
			Lesson 15	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> critical thinking, fact, opinion, trust, agenda, motive</p>	<ul style="list-style-type: none"> <li>To encourage young people to think critically about the information they see online as it may not be true or trustworthy</li> </ul>	I can demonstrate <b>critical thinking</b> to analyse what is fact or opinion online	<ul style="list-style-type: none"> <li>Students can understand the concept of critical thinking and apply it to examples online</li> <li>Students can recognise some of the differences between fact and opinion</li> <li>Students can think of ways to evaluate what is trustworthy online</li> </ul>		Topic 2: Internet safety and harms	4. Linking Curriculum Learning to Careers	willingness to reflect on their experiences.



Mid-term Assessment	Doddle:	Click here for the assessment worksheet		Term 1 assessment worksheet- to be completed in the second half of lesson 3 (30 minute test). <i>What is being assessed? Transition, Managing Change, LORIC, British Values, First Aid</i>							
Summer 2	Digital literacy  Online safety, digital literacy, media reliability, sharing indecent images, relationships online PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	<ul style="list-style-type: none"> <li>about online communication</li> <li>how to use social networking sites safely</li> <li>how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>how to respond and seek support in cases of online grooming</li> <li>how to recognise biased or misleading information online</li> <li>how to critically assess different media sources</li> <li>how to distinguish between content which is publicly and privately shared</li> <li>about age restrictions when accessing different forms of media</li> <li>and how to make responsible decisions</li> <li>how to protect financial security online</li> <li>how to assess and manage risks in relation to gambling and</li> <li>chance-based transactions</li> </ul>	Lesson 16	<u>Prior Knowledge</u>  <u>Where secured</u>  <u>Prior Acquisition &amp; Key Terms</u> Relationships, laws	<ul style="list-style-type: none"> <li>To identify healthy and unhealthy characteristics of relationships online and understand features of a situation where it's more risky to share a nude image.</li> </ul>	I can demonstrate resilience and maturity by identifying good relationships.	<ul style="list-style-type: none"> <li>I can evaluate the positives and negatives of exploring relationships online.</li> <li>I can compare different types of relationships online and describe their impact.</li> <li>I can identify how to get help if I'm worried about anything that's happened online.</li> </ul>	The session plans help young people to: -Understand healthy and unhealthy relationship behaviours -Explore the positive role technology can play in relationships -Identify and respond to pressure and coercion -Critique harmful social norms around sharing nude images in groups.	Topic 2: Internet safety and harms Topic 3: Online and media	N/a	cooperating well with others and being able to resolve conflicts effectively
			Lesson 17	<u>Prior Knowledge</u> <ul style="list-style-type: none"> <li>I can evaluate the positives and negatives of exploring relationships online.</li> <li>I can compare different types of relationships online and describe their impact.</li> <li>I can identify how to get help if I'm worried about anything that's happened online.</li> </ul> <u>Where secured</u> Year 8 Lesson 16  <u>Prior Acquisition &amp; Key Terms</u> Abusive pressure, peer pressure	To differentiate between healthy and unhealthy relationship behaviours and understand that it's abusive to pressure or manipulate someone into sharing a nude image.	I can start to demonstrate <b>respect</b> and <b>empathy</b> in relationships with my friends and family	<ul style="list-style-type: none"> <li>I can identify the manipulative behaviours used to pressure someone into sharing an image, and a range of strategies to respond.</li> <li>I can identify when someone doesn't want to send an image and how a partner should respond to this.</li> <li>I can describe how someone might feel if they are being pressured to send an image, and what actions they could take.</li> </ul>	The session plans help young people to: -Understand healthy and unhealthy relationship behaviours -Explore the positive role technology can play in relationships -Identify and respond to pressure and coercion -Critique harmful social norms around sharing nude images in groups.	Topic 5: Intimate and sexual relationships, including sexual health	N/a	cooperating well with others and being able to resolve conflicts effectively

			Lesson 18	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• I can identify the manipulative behaviours used to pressure someone into sharing an image, and a range of strategies to respond.</li> <li>• I can identify when someone doesn't want to send an image and how a partner should respond to this.</li> <li>• I can describe how someone might feel if they are being pressured to send an image, and what actions they could take.</li> </ul> <p><u>Where secured</u> Year 8 Lesson 17</p> <p><u>Prior Acquisition &amp; Key Terms</u> Consent</p>	To understand that if nude images are being shared it's important not to join in, to support the person in the image and to seek help.	I can demonstrate <b>compassion</b> and <b>empathy</b> to friends who might be in a difficult situation.	<ul style="list-style-type: none"> <li>• I can evaluate my own perceptions around nude image sharing in groups.</li> <li>• I can describe the impact non-consensual nude image sharing might have on a young person.</li> <li>• I can identify how to support a young person who is worried about images being shared or who has had their images shared nonconsensually.</li> </ul>	-Understand healthy and unhealthy relationship behaviours -Explore the positive role technology can play in relationships -Identify and respond to pressure and coercion -Critique harmful social norms around sharing nude images in groups.	Topic 5: Intimate and sexual relationships, including sexual health Topic 3: Online and media	N/a	cooperating well with others and being able to resolve conflicts effectively	
Term 6 Assessment	Doddle:	Click here for the MS Form Click here for assessment sticker		End of unit assessment. Please duplicate this Microsoft Form and assign to your tutor group at the end of lesson 6. Once you have gathered the data, please complete the assessment sticker for this unit for students to reflect on at the start of lesson 7.								
<b>YEAR 9 — MEDIUM-TERM OVERVIEW</b>										RSE	Gatsby	SMSC
Autumn 1	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<ul style="list-style-type: none"> <li>• how to distinguish between healthy and unhealthy friendships</li> <li>• how to assess risk and manage influences, including online</li> <li>• about 'group think' and how it affects behaviour</li> <li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> </ul>	Lesson 1- Drugs the law and managing risk	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• To know about the potential legal consequences of using illegal drugs</li> </ul> <p><u>Where secured</u> Year 8 lesson 3</p> <p><u>Prior Acquisition &amp; Key Terms</u> Drugs, legal/illegal, possession, intent to supply, consequences, criminal record</p>	To know the legal terms 'possession', 'supply' and 'intent to supply' in relation to drugs	I can demonstrate <b>Resilience</b> by tackling peer pressure and supporting others in making the right decisions	I can explain the short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs	This lesson teaches students about the law in relation to drugs, the legal consequences of possessing or supplying drugs and how police officers enforce these laws in practice.	Topic 5: Drugs, alcohol and tobacco	N/a	ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, and recognise legal boundaries	

and respect the civil and criminal law of England

		<ul style="list-style-type: none"> <li>to manage risk in relation to gangs</li> <li>about the legal and physical risks of carrying a knife</li> <li>about positive social norms in relation to drug and alcohol use</li> <li>about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>	Lesson 2	<p><u>Prior Knowledge</u> I can explain the short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs</p> <p><u>Where secured</u> Year 9 Lesson 1</p> <p><u>Prior Acquisition &amp; Key Terms</u> Gang, coercion, identity, peer influence</p>	<ul style="list-style-type: none"> <li>to know about the qualities of healthy and unhealthy social groups</li> <li>to know about the factors which contribute to a young person deciding to join or not join a gang</li> </ul>	I can use some <b>self-awareness</b> of gangs and my <b>resilience</b> to avoid gang culture in the community	<p>I can differentiate between the features of healthy friendships and those associated with gang membership</p> <p>I can explain why the need to belong is important for young people and its significance in influencing behaviour and attitudes</p> <p>I can explain why some young people may want to join a gang but most others do not</p>	This lesson will explore the distinction between healthy relationships and those that exhibit unhealthy characteristics which may signify they are part of gang activity. It will also explore why people join a gang so as to dispel the myths associated with this.	Topic 2: Respectful relationships, including friendships Topic 4: Being Safe	N/a	ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, and	
			Lesson 3	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>to know about the qualities of healthy and unhealthy social groups</li> <li>to know about the factors which contribute to a young person deciding to join or not join a gang</li> </ul> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Gang, peer influence, drug dealing, criminal responsibility</p>	<ul style="list-style-type: none"> <li>about the risks in belonging to a gang</li> <li>about the social, legal and physical consequences of gang behaviours</li> </ul>	I can continue to develop my <b>self-awareness</b> of gangs and show <b>resilience</b> to avoid gang culture in the community	<p>I can explain influences on decision-making about gangs</p> <p>I can explain the risks and consequences of different gang behaviours</p>	This lesson explores the risks and consequences of gang related behaviours. It also considers the pressures and manipulation techniques used on young people to join a gang and how they can resist these.	Topic 2: Respectful relationships, including friendships Topic 4: Being Safe	N/a	understanding of the consequences of their behaviour and actions	
Term 1 Assessment	Doddle: M1-M6	<a href="#">Click here for assessment sticker</a>		End of unit assessment. Please duplicate this Microsoft Form and assign to your tutor group at the end of lesson 6. Once you have gathered the data, please complete the assessment sticker for this unit for students to reflect on at the start of lesson 7.								

Autumn 2	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid  PoS refs: H3, H14, H15, H16, H17, H18, H19, H21	<ul style="list-style-type: none"> <li>about the relationship between physical and mental health</li> <li>about balancing work, leisure, exercise and sleep</li> <li>how to make informed healthy eating choices</li> <li>how to manage influences on body image</li> <li>to make independent health choices</li> <li>to take increased responsibility for physical health, including</li> <li>testicular self-examination</li> </ul>	Lesson 4- Physical and mental wellbeing	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>healthy ways to manage difficult feelings or challenging circumstances</li> </ul> <p><u>Where secured</u></p> <p>Year 8 Lesson 6</p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Wellbeing (feeling good and functioning well), mindfulness (paying attention to the present moment), mental (relating to the mind), physical (relating to the body), learning, kindness, active, health, connection, social health, self-care.</p>	<ul style="list-style-type: none"> <li>To know the link between physical and mental wellbeing and finding strategies to support those who need help.</li> </ul>	I can explain the term <b>self-esteem</b> and demonstrate some positive views about myself	<ul style="list-style-type: none"> <li>I can identify the link between physical and mental wellbeing</li> <li>describe strategies for improving physical and mental wellbeing</li> <li>explain ways to help those who need support with their physical and/or mental wellbeing</li> </ul>	This is important to ensure students can keep themselves physically well. Being physically well impacts on student's wellbeing and limits the chance of becoming poorly. This can also boost their self-esteem and improve sleep. All these benefits will impact on a student's ability to focus in school and make progress academically.	Topic 1: Mental wellbeing Topic 3: Physical health and fitness	N/a	participate fully in and contribute positively to life in modern Britain.
			Lesson 5- What is Cancer?	<p><u>Prior Knowledge</u></p> <p>Students should have some basic knowledge of what Cancer is.</p> <p><u>Where secured</u></p> <p>Primary School Key stage 2- Due to uncertainty of students securing this knowledge during key stage 2, this lesson revisits some of this prior knowledge to ensure ALL students can access the lesson.</p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Cancer</p>	<ul style="list-style-type: none"> <li>To know the term 'cancer'</li> <li>To know the truth behind a variety of cancer myths and learn about what cancer actually is.</li> <li>To know how to protect themselves both physically and mentally for the future.</li> </ul>	I can show some <b>self-care</b> and use my <b>initiative</b> to understand the myths and truths relating to cancer.	<ul style="list-style-type: none"> <li>Confidently discuss sensitive topics.</li> <li>Describe what cancer is and understand that it can happen to anyone</li> <li>Explain how cancer occurs using some correct terminology.</li> <li>Distinguish between facts and myths relating to cancer</li> </ul>	This is important learning because cancer is an issue that affects most people in some way and knowledge will help them to protect themselves both physically and mentally for the future.	Topic 3: Physical health and fitness Topic 4: Healthy eating and prevention Topic 6: Health and fitness	N/a	n/a

			Lesson 6- Cancer (signs and support)	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>To know the term 'cancer'</li> <li>To know the truth behind a variety of cancer myths and learn about what cancer actually is.</li> <li>To know how to protect themselves both physically and mentally for the future.</li> </ul> <p><u>Where secured</u> Year 9 Lesson 5</p> <p><u>Prior Acquisition &amp; Key Terms</u> Cancer, Lumps, signs</p>	<ul style="list-style-type: none"> <li>To know about the signs of cancer in young people and what to do if they have concerns about their own or others health.</li> </ul>	I can demonstrate <b>resilience</b> and <b>maturity</b> to tackle a potentially upsetting topic. I will use my <b>kindness</b> to show <b>empathy</b> to peers	<ul style="list-style-type: none"> <li>Give examples of 2 or more of the 5 main signs of cancer in young people.</li> <li>Explain why it is important to go to the doctor with any concerns about my health.</li> <li>Demonstrate or describe how to speak to a doctor about any concerns I have about my own or others' health</li> </ul>	This is important learning because cancer is an issue that affects most people in some way and knowledge will help them to protect themselves both physically and mentally for the future. It will also allow them to consider their own health and how to communicate with a doctor about any concerns.	Topic 3: Physical health and fitness Topic 4: Healthy eating and Topic 6: Health and prevention	N/a	n/a
<b>Term 2 Assessment</b>	<b>Doddle:</b>	<b>Click here for the MS Form</b> <b>Click here for assessment sticker</b>	<b>End of unit assessment. Please duplicate this Microsoft Form and assign to your tutor group at the end of lesson 6. Once you have gathered the data, please complete the assessment sticker for this unit for students to reflect on at the start of lesson 7.</b>								
Spring 1 Relationships	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes  PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36	<ul style="list-style-type: none"> <li>about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>about conflict and its causes in different contexts, e.g. with family and friends</li> <li>conflict resolution strategies</li> <li>how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> </ul>	Lesson 7	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>I can identify healthy and unhealthy relationship behaviours</li> <li>I can describe the consequences of different relationship communication styles</li> <li>I can demonstrate some active listening and assertiveness skills</li> </ul> <p><u>Where secured</u> Year 8 Lesson 11</p> <p><u>Prior Acquisition &amp; Key Terms</u> Disclosure, trust, support, consent, healthy, unhealthy, abuse, rights</p>	To develop confidence in reporting abuse and seeking support from trusted adults	I can demonstrate <b>respect</b> and <b>resilience</b> within a relationship	<ul style="list-style-type: none"> <li>I can recognise rights everyone is entitled to in different relationships, including family, intimate relationships and online</li> <li>I can explain when, why and how to report abuse and access appropriate support</li> <li>I can analyse challenges to seeking support and evaluate support available to overcome barriers</li> </ul>	The lesson plan is designed to empower all students with the knowledge, skills and confidence they need to report concerns about themselves or someone they know, to trusted adults or other appropriate sources of support. In light of recent events, students may be carrying additional worries, concerns or need to tell an adult about a specific incident or situation.	Topic 1: Families Topic 2: Respectful relationships, including friendships	N/a	cooperating well with others and being able to resolve conflicts effectively



		<ul style="list-style-type: none"> <li>• how to access support service</li> </ul>	<p>Lesson 8- Long term commitments</p> <p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• I can recognise rights everyone is entitled to in different relationships, including family, intimate relationships and online</li> <li>• I can explain when, why and how to report abuse and access appropriate support</li> <li>• I can analyse challenges to seeking support and evaluate support available to overcome barriers</li> </ul> <p><u>Where secured</u></p> <p>Year 9 Lesson 7</p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Marriage, civil partnership, cohabitation, forced marriage, void/illegal, ceremony</p>	<ul style="list-style-type: none"> <li>• about different types of relationships, including legal marriage and forced marriage</li> </ul>	I can <b>communicate</b> relationship values	<ul style="list-style-type: none"> <li>• I can describe the options available to people who wish to make a long-term commitment</li> <li>• explain how a long-term relationship can become legally binding</li> <li>• recognise the unacceptability of forced marriage and identify support for someone who may be at risk</li> </ul>	This is the first of three lessons for key stage 4 focusing on relationships, marriage and families. It is intended for use in a comprehensive PSHE programme, to be taught as part of wider learning on healthy relationships and parenting.	Topic 1: Families	N/a	knowledge of, and respect for, different people's faiths, feelings and values		
			<p>Lesson 9- The legal status of marriage</p> <p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• I can describe the options available to people who wish to make a long-term commitment</li> <li>• explain how a long-term relationship can become legally binding</li> <li>• recognise the unacceptability of forced marriage and identify support for someone who may be at risk</li> </ul> <p><u>Where secured</u></p> <p>Year 9 Lesson 8</p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Marriage, civil partnership, cohabitation, forced marriage, void/illegal, ceremony</p>	<ul style="list-style-type: none"> <li>• about the legal status of different types of relationships, including marriage and civil partnerships, and why people choose to form such a commitment</li> </ul>	I can demonstrate good <b>communication</b> skills by offering my views and attitudes to marriage and long-term commitments	<ul style="list-style-type: none"> <li>• describe the legal rights of people in different forms of long-term commitments</li> <li>• I can explain why people might choose to marry and why marriage must be freely entered into</li> <li>• analyse different attitudes towards marriage</li> </ul>	This is the second of three lessons for key stage 4 students focusing on relationships, marriage and families. It is intended for use in a comprehensive PSHE programme, to be taught as part of wider learning on healthy relationships and parenting	Topic 1: Families	N/a	offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.		
Mid-term Assessment	Doddle:	Click here for the assessment worksheet	<b>Term 1 assessment worksheet- to be completed in the second half of lesson 3 (30 minute test).</b> <b>What is being assessed? Transition, Managing Change, LORIC, British Values, First Aid</b>									

Spring 2	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p>	<ul style="list-style-type: none"> <li>about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>about myths and misconceptions relating to consent</li> <li>about the continuous right to withdraw consent and capacity to consent</li> <li>consent</li> <li>about STIs, effective use of condoms and negotiating safer sex</li> <li>about the consequences of unprotected sex, including pregnancy</li> <li>how the portrayal of relationships in the media and pornography might affect expectations</li> <li>how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>how to secure personal information online</li> </ul>	Lesson10	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>describe the legal rights of people in different forms of long-term commitments</li> <li>explain why people might choose to marry and why marriage must be freely entered into</li> <li>analyse different attitudes towards marriage</li> </ul> <p><u>Where secured</u></p> <p>Year 9 Lesson 9</p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Consent, choice, freedom, capacity, manipulation, assume</p>	<ul style="list-style-type: none"> <li>what freedom and capacity to consent mean.</li> </ul>	I can demonstrate <b>empathy, respect</b> and <b>kindness</b> within any relationship	<ul style="list-style-type: none"> <li>I can explain how and why it is wrong to assume someone is giving consent</li> <li>I can state the legal definitions of freedom and capacity to consent, and can describe the ethical considerations</li> <li>I can explain that for someone to try to make another person more vulnerable or to mislead that person to make them trust them is wrong, and can be a very serious crime</li> </ul>	This lesson looks at situations where someone exploits someone else's vulnerability for their own purposes, or situations where they seek to make someone vulnerable, for example by getting the person drunk or by using blackmail.	Topic 2: Respectful relationships, including friendships Topic 4: Being Safe and Topic 5: Intimate and sexual relationships, including sexual health	N/a	recognise legal boundaries and respect the civil and criminal law of England
			Lesson 11- Preventing STI's	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Chlamydia, gonorrhoea, syphilis, HIV, AIDS, pubic lice, hepatitis, genital warts, genital herpes, condom</p>	about the nature and risk of sexually transmitted infections (STIs)	I can demonstrate <b>maturity</b> when discussing sensitive topics	<ul style="list-style-type: none"> <li>I can list some of the main STIs, their symptoms and consequences</li> <li>I can explain what someone should do if they have had unprotected sex or are worried they might have an STI</li> <li>I can name the contraceptive methods which provide some protection against STI infection</li> </ul>	This lesson includes a detailed look at some of the main STIs and their symptoms. The aim is to help students understand that there are a number of different infections which have different consequences on the body rather than for them to be able to 'self-diagnose' based on symptom recognition. The key message is to consider regular sexual health testing and to use condoms every time they have sex	Topic 5: Intimate and sexual relationships, including sexual health	N/a	understanding of the consequences of their behaviour and actions

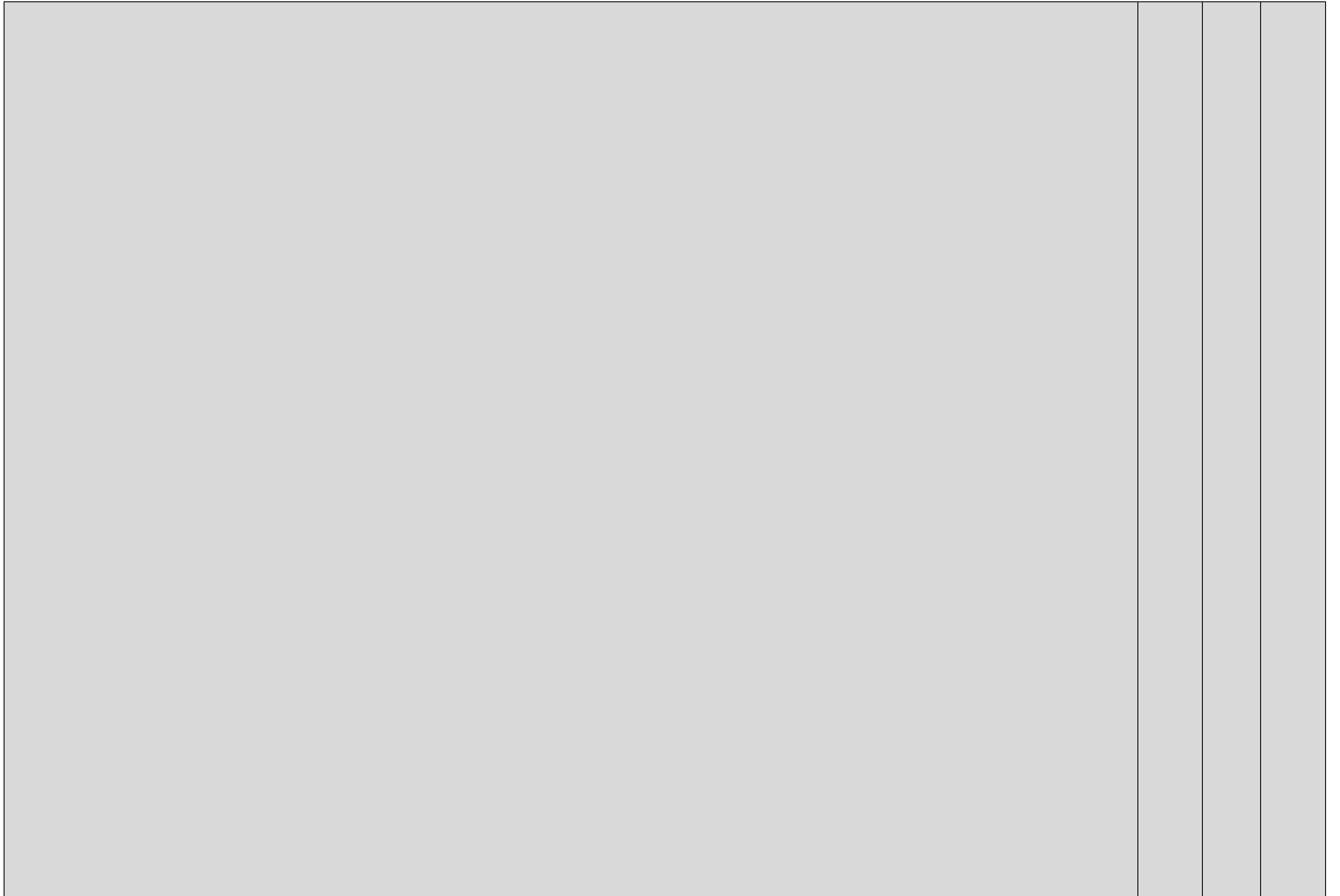
			Lesson 12- Contraception	<p><u>Prior Knowledge</u></p> <p>about all the different types of contraception and how they work.</p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Condom, contraceptive pill, implant, injection, Femidom, intrauterine device (IUD), intrauterine system (IUS)</p>		<ul style="list-style-type: none"> <li>• I can name the main types of contraception and how they work to prevent conception and/or protect against STIs</li> <li>• I can describe when, where and how to access contraception, and how to seek help in event of contraception failure</li> <li>• I can apply my knowledge of contraception to discuss the best contraceptive options in a range of scenarios</li> </ul>		Topic 5: Intimate and sexual relationships, including sexual health	N/a	n/a	
<b>Term 4 Assessment</b>	<b>Doddle:</b>	<b>Click here for the MS Form</b> <b>Click here for assessment sticker</b>		<b>End of unit assessment. Please duplicate this Microsoft Form and assign to your tutor group at the end of lesson 6. Once you have gathered the data, please complete the assessment sticker for this unit for students to reflect on at the start of lesson 7.</b>							
Summer 1	First Aid, working under pressure, online risks, personal strengths	<ul style="list-style-type: none"> <li>• about transferable skills, abilities and interests</li> <li>• how to demonstrate strengths</li> <li>• about different types of employment and career pathways</li> <li>• how to manage feelings relating to future employment</li> <li>• how to work towards aspirations and set meaningful, realistic goals for the future</li> <li>• about GCSE and post-16 options</li> <li>• skills for decision making</li> </ul>	Lesson 13- First Aid Choking	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• Identify a casualty who is having an asthma attack</li> <li>• Provide first aid for a casualty who is having an asthma attack</li> <li>• Understand how and when to seek medical help if required</li> </ul> <p><u>Where secured</u></p> <p>Year 8 Lesson 14</p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>obstruction , airways, ,respiratory rate, breathing , ,trachea, lungs</p>	<ul style="list-style-type: none"> <li>• I know how to identify when a casualty is choking and be able to act accordingly.</li> <li>• I understand what can cause a casualty to choke, this includes looking at variances between toddlers, children, adults and the elderly.</li> </ul>	I have demonstrated self-awareness of stressful situations and good ability to work under pressure	<ul style="list-style-type: none"> <li>• Identify a casualty who is choking</li> <li>• Provide first aid to a casualty who is choking</li> <li>• Seek medical help if required</li> </ul>	Student must know how to identify when a casualty is choking and be able to act accordingly. These actions should include looking after a casualty and reassuring them, seeking medical help if required and administration of basic first aid skills. These skills will include conducting an airway assessment, back blows and “tummy” thrusts (abdominal thrusts). Students will gain an understanding of what can cause a casualty to choke, this includes looking at variances between toddlers, children, adults and the elderly	Topic 7: Basic first aid	N/a	skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

			Lesson 14- First Aid Bleeding and Head injuries	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>Identify a casualty who is choking</li> <li>Provide first aid to a casualty who is choking</li> <li>Seek medical help if required</li> </ul> <p><u>Where secured</u> Year 9 lesson 13</p> <p><u>Prior Acquisition &amp; Key Terms</u> Safety, minor, severe, bleeding, skull, concussion, brain, confusion, seizure, vomiting, fracture, compression</p>	<ul style="list-style-type: none"> <li>I know a basic understanding of anatomy and function of the brain and skull.</li> <li>I know that injuries can be minor or severe and how to recognise common signs of a head injury.</li> <li>I know when a casualty has a bleed that requires treatment and how to act accordingly</li> </ul>	I have demonstrated self-awareness of stressful situations and good ability to work under pressure	<ul style="list-style-type: none"> <li>Identify when a casualty has a head injury</li> <li>Give first aid to a casualty who has a head injury</li> <li>Seek medical help if required</li> <li>Describe the signs and symptoms of internal and external bleeding</li> <li>Assess and provide first aid to a casualty who is bleeding</li> <li>Seek medical help if required for a casualty who is bleeding</li> </ul>	<p>Students will gain a basic understanding of anatomy and function of the brain and skull.</p> <p>They will learn that head injuries can be minor or severe and how to recognise common signs of a head injury.</p> <p>They will understand that a head injury can potentially be serious and that they must act calmly to get help, assist and monitor a casualty until help arrives.</p>	Topic 7: Basic first aid	N/a	skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain	
			Lesson 15- Careers	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>Students can understand the concept of critical thinking and apply it to examples online</li> <li>Students can recognise some of the differences between fact and opinion</li> <li>Students can think of ways to evaluate what is trustworthy online</li> </ul> <p><u>Where secured</u> Year 8 Lesson 15</p> <p><u>Prior Acquisition &amp; Key Terms</u></p>	<ul style="list-style-type: none"> <li>To learn how to make a professional and positive first impression through a variety of online settings</li> </ul>	I can demonstrate <b>resilience</b> and <b>initiative</b> when online	<ul style="list-style-type: none"> <li>identify risks and benefits of sharing material online that an employer, client or organisation may be able to see</li> <li>describe strategies to showcase personal strengths online</li> <li>explain how to create a positive first impression with potential employers or clients through social media</li> </ul>	This is the first of two lessons focussing on identifying personal strengths and managing online presence. Developing knowledge, skills and positive attributes relating to social media use can help students to understand how this can affect a person's employment opportunities in the future. In this lesson, students will consider how people can showcase personal strengths online.	N/A	4. Linking Curriculum Learning to Careers	cooperating well with others and being able to resolve conflicts effectively	
Mid-term Assessment	Doddle:	Click here for the assessment worksheet	Term 1 assessment worksheet- to be completed in the second half of lesson 3 (30 minute test). <i>What is being assessed? Transition, Managing Change, LORIC, British Values, First Aid</i>									

Summer 2	Employability skills Employability and online presence  PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	<ul style="list-style-type: none"> <li>about young people's employment rights and responsibilities</li> <li>skills for enterprise and employability</li> <li>how to give and act upon constructive feedback</li> <li>how to manage their 'personal brand' online</li> <li>habits and strategies to support progress</li> <li>how to identify and access support for concerns relating to life online</li> </ul>	Lesson 16- Fraud	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>I can describe the benefits of saving and borrowing.</li> <li>I can explain how interest rates work in relation to saving and borrowing.</li> <li>I can judge when financial situations can present significant risk and can explain why this may impact on someone's wellbeing.</li> <li>I can suggest ways to avoid negative financial risk from borrowing or fraud.</li> </ul> <p><u>Where secured</u> Year 7 Lesson 18</p> <p><u>Prior Acquisition &amp; Key Terms</u> FRAUD- VICTIM- PERPETRATOR- CONSEQUENCES- CRIME- SCAM</p>	<ul style="list-style-type: none"> <li>We are learning about different types of fraud and their consequences</li> <li>We are learning how to protect ourselves from fraud and how to seek help if we are concerned about someone becoming a victim of fraud</li> </ul>	I can demonstrate <b>resilience</b> and <b>initiative</b> when online to ensure I am protected	<ul style="list-style-type: none"> <li>I can identify what fraud is and describe different types of fraud</li> <li>I can describe common 'scams' and how to recognise them</li> <li>I can identify the vulnerability factors that increase the risk of becoming a victim of fraud and describe ways that someone can reduce these risks</li> <li>I can explain the consequences of fraud for the victim and the perpetrator</li> </ul>	This is the first in a series of two lessons developed by Cifas, the UK's leading fraud prevention agency. These key stage 3 lessons also have corresponding lessons designed to extend learning at key stage 4. The lessons aim to empower young people to protect themselves from fraud through building awareness of how to identify fraud and how to protect personal data online. This first lesson introduces the concept of fraud and some of the potential consequences of becoming a victim or a perpetrator of fraudulent crime	Topic 2: Internet safety and harms	N/a	n/a
			Lesson 17	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>I can identify what fraud is and describe different types of fraud</li> <li>I can describe common 'scams' and how to recognise them</li> <li>I can identify the vulnerability factors that increase the risk of becoming a victim of fraud and describe ways that someone can reduce these risks</li> <li>I can explain the consequences of fraud for the victim and the perpetrator</li> </ul> <p><u>Where secured</u> Year 9- Lesson 17</p> <p><u>Prior Acquisition &amp; Key Terms</u> IDENTITY FRAUD- SOCIAL MEDIA- ONLINE DATA- FIREWALL- ANTIVIRUS</p>	<ul style="list-style-type: none"> <li>We are learning about the importance of online safety strategies to protect us from fraud</li> <li>We are learning how to keep our online data secure</li> </ul>	I can demonstrate <b>resilience</b> and <b>initiative</b> when online to ensure I am protected	<ul style="list-style-type: none"> <li>I can classify information that is private and that which is safe to share publicly online</li> <li>I can explain the risks of oversharing personal information on social media</li> <li>I can suggest a variety of ways to keep online data secure</li> </ul>	The lessons aim to empower young people to protect themselves from fraud through building awareness of how to identify fraud and how to protect personal data online. This second lesson focuses on the importance of protecting personal details, in order to minimise the risk of identity fraud. In particular, this lesson will encourage young people to think about the risks of sharing personal information on social media.	Topic 2: Internet safety and harms	N/a	cooperating well with others and being able to resolve conflicts effectively



			Lesson 18	<u>Prior Knowledge</u>  <u>Where secured</u>  <u>Prior Acquisition &amp; Key Terms</u>	Careers? Options?					4. Linking Curriculum Learning to Careers	
Term 6 Assessment	Dodde:	<a href="#">Click here for the MS Form</a> <a href="#">Click here for assessment sticker</a>		<b>End of unit assessment. Please duplicate this Microsoft Form and assign to your tutor group at the end of lesson 6. Once you have gathered the data, please complete the assessment sticker for this unit for students to reflect on at the start of lesson 7.</b>							



# YEAR 10 — MEDIUM-TERM OVERVIEW

YEAR 10 — MEDIUM-TERM OVERVIEW							RSE	Gatsby	SMSC		
Autumn 1	<p>Mental health</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>PoS refs: H2, H5, H6, H7, H8, H9, H10</p>	<ul style="list-style-type: none"> <li>• how to manage challenges during adolescence</li> <li>• how to reframe negative thinking</li> <li>• strategies to promote mental health and emotional wellbeing</li> <li>• about the signs of emotional or mental ill-health</li> <li>• how to access support and treatment</li> <li>• about the portrayal of mental health in the media</li> <li>• how to challenge stigma, stereotypes and misinformation</li> </ul>	Lesson 1: New challenges	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• To know the link between physical and mental wellbeing and finding strategies to support those who need help.</li> </ul> <p>Where secured</p> <p>Year 9 Lesson 4</p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Mental health, emotional wellbeing, wellness, support</p>	<ul style="list-style-type: none"> <li>• about the challenges young people might face as they move through adolescence</li> <li>• ways to promote positive mental health to help manage these challenges</li> </ul>	I can demonstrate <b>resilience</b> with my mental health	<ul style="list-style-type: none"> <li>• identify the range of opportunities and challenges young people might encounter as they move into adulthood</li> <li>• explain strategies to help manage these challenges</li> <li>• analyse how mental health and emotional wellbeing can change throughout life, often in response to external events</li> </ul>	This lesson examines challenges facing young people as they transition into key stage 4 and how to promote positive mental health to manage change, now and in the future.	Topic 1: Mental wellbeing	N/A	sense of enjoyment and fascination in learning about themselves, others and the world around them
			Lesson 2: Reframing negative thinking	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• about the challenges young people might face as they move through adolescence</li> <li>• ways to promote positive mental health to help manage these challenges</li> </ul> <p>Where secured</p> <p>Year 10 Lesson 1</p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Emotional wellbeing, resilience, perseverance, self-confidence, managing disappointments</p>	<ul style="list-style-type: none"> <li>• about how negative thinking patterns can impact on our response to disappointments</li> <li>• strategies to build resilience by reframing negative thinking</li> </ul>	I can organise strategies that work for me to support my wellbeing and reframe from negative thinking	<ul style="list-style-type: none"> <li>• describe different negative thinking patterns and consider their potential impact on wellbeing</li> <li>• reframe negative thinking and identify ways to learn from setbacks</li> </ul>	This lesson focuses on resilience and reframing setbacks. Neither this, nor any of the other lessons, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.	Topic 1: Mental wellbeing	N/A	n/a

			Lesson 3: Recognising mental ill-health and when to get help	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>describe different negative thinking patterns and consider their potential impact on wellbeing</li> <li>reframe negative thinking and identify ways to learn from setbacks</li> </ul> <p><u>Where secured</u> Year 10 Lesson 2</p> <p><u>Prior Acquisition &amp; Key Terms</u> Anxiety, depression, mood disorders, stress, signs, symptoms, support</p>	<ul style="list-style-type: none"> <li>how to recognise signs that someone might need support for mental health concerns</li> <li>about mental health issues that most commonly affect young people</li> </ul>	<ul style="list-style-type: none"> <li>I demonstrate a <b>caring and considerate</b> nature to others</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise signs that someone might have mental health issues such as a mood disorder, stress or anxiety</li> <li>explain when and whom to tell if concerned for theirs or someone else's mental wellbeing</li> <li>I can describe the range of support available for those with emotional or mental health problems, including how best to access local services</li> </ul>	This is the third of a series of four key stage 4 lessons exploring mental health and emotional wellbeing. Whilst this suite of lessons focuses primarily on promoting emotional wellbeing, this lesson focuses on mental health issues that can affect young people, examining mental ill-health warning signs and the range of sources of support available.	Topic 1: Mental wellbeing	N/A	use of a range of social skills in different contexts	
<b>Term 1 Assessment</b>	<b>Doddle: MH1-M5</b>	<b>Click here for assessment sticker</b>		<b>End of unit assessment. Please duplicate this Microsoft Form and assign to your tutor group at the end of lesson 6. Once you have gathered the data, please complete the assessment sticker for this unit for students to reflect on at the start of lesson 7.</b>								
Autumn 2	Exploring influence  The influence and impact of drugs, gangs, role models and the media  PoS refs: H19, H20, H21, R20, R35, R36, R37	<ul style="list-style-type: none"> <li>about positive and negative role models</li> <li>how to evaluate the influence of role models and become a positive role model for peers</li> <li>about the media's impact on perceptions of gang culture</li> <li>about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> </ul>	Lesson 4- Gangs, getting out	<p><u>Prior Knowledge</u> I can explain influences on decision-making about gangs</p> <p>I can explain the risks and consequences of different gang behaviours</p> <p><u>Where secured</u> Year 9 Lesson 3</p> <p><u>Prior Acquisition &amp; Key Terms</u> Gangs, manipulation, support network, exit strategies</p>	<ul style="list-style-type: none"> <li>I know exit strategies to enable someone to leave a gang safely</li> <li>I know how to seek help if worried about gang activity</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate <b>leadership</b> to support myself and others in difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why gang members may find it hard to leave a gang</li> <li>I can recognise when and how to get help, including when at risk through doing something illegal</li> <li>I can explain the support available and describe or demonstrate exit strategies to help someone to leave a gang</li> </ul>	This lesson concludes learning about gangs by exploring exit strategies and support systems for those people who have concerns about gang activity.	Topic 2: Respectful relationships, including friendships and Topic 4: Being Safe	N/A	understanding of the consequences of their behaviour and actions	

		<ul style="list-style-type: none"> <li>• how drugs and alcohol affect decision making</li> <li>• how to keep self and others safe in situations that involve substance use</li> <li>• how to manage peer influence in increasingly independent</li> <li>• scenarios, in relation to substances, gangs and crime</li> <li>• exit strategies for pressurised or dangerous situations</li> <li>• how to seek help for substance use and addiction</li> </ul>	<p>Lesson 5- Substance use and assessing risk</p> <p><u>Prior Knowledge</u></p> <p>To know the legal terms 'possession', 'supply' and 'intent to supply' in relation to drugs</p> <p><u>Where secured</u></p> <p>Year 9 lesson 1</p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Effects, risk, influence, personal safety</p>	<ul style="list-style-type: none"> <li>• To learn about the impact of substance use on risk-taking and personal safety</li> </ul>	I can demonstrate <b>self-control</b> over substances	<ul style="list-style-type: none"> <li>• I can analyse and describe how alcohol and other drugs affect decision-making</li> <li>• assess the risks of substance use when travelling or socialising</li> <li>• explain ways to keep safe and support friends when socialising in situations involving alcohol or other drugs</li> </ul>	This is the first of three lessons for key stage 4 focusing on how to identify and assess the risks and potential consequences of substance use, building on the key stage 3 lessons. This lesson considers the effects of alcohol and other drug choices on personal safety.	Intimate and sexual relationships, including sexual health Topic 5: Drugs, alcohol and tobacco	N/A	understanding of the consequences of their behaviour and actions
			<p>Lesson 6- Substance use and managing influence</p> <p><u>Prior Knowledge</u></p> <p>To learn about the impact of substance use on risk-taking and personal safety</p> <p><u>Where secured</u></p> <p>Year 10 Lesson 5</p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Influence, internal, external, strategies</p>	<ul style="list-style-type: none"> <li>• To learn how to manage influences in relation to alcohol and other drug use</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate self-control and <b>resilience</b> over peer influence of poor choices and habits</li> </ul>	<ul style="list-style-type: none"> <li>• explain how different internal and external influences can affect decision making</li> <li>• describe strategies for managing peer influence in increasingly independent contexts</li> <li>• evaluate ways to be a positive influence on peers in relation to substance use</li> </ul>	This is the second of three lessons for key stage 4 focusing on how to identify and assess the risks and potential consequences of substance use. This lesson considers how different sources of influence affect decision-making; strategies to manage peer influence; and ways to act as a positive influence on peers.	Topic 2: Internet safety and harms	N/A	understanding of the consequences of their behaviour and actions
Term 2 Assessment	Doddle:	<p><a href="#">Click here for the MS Form</a></p> <p><a href="#">Click here for assessment sticker</a></p>		End of unit assessment. Please duplicate this Microsoft Form and assign to your tutor group at the end of lesson 6. Once you have gathered the data, please complete the assessment sticker for this unit for students to reflect on at the start of lesson 7.						



Spring 1	<p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p> <p>PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31</p>	<ul style="list-style-type: none"> <li>about relationship values and the role of pleasure in relationships</li> <li>about myths, assumptions, misconceptions and social norms</li> <li>about sex, gender and relationships</li> <li>about the opportunities and risks of forming and conducting relationships online</li> <li>how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>how to recognise and challenge victim blaming</li> </ul>	Lesson 7	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>I can recognise rights everyone is entitled to in different relationships, including family, intimate relationships and online</li> <li>I can explain when, why and how to report abuse and access appropriate support</li> <li>I can analyse challenges to seeking support and evaluate support available to overcome barriers</li> </ul> <p><u>Where secured</u> Year 9 Lesson 7</p> <p><u>Prior Acquisition &amp; Key Terms</u> Consent, boundaries, harassment, stalking, coercion, controlling behaviours</p>	To identify and manage unhealthy relationship behaviours	I can use my <b>resilience</b> and <b>assertiveness</b> in the right way in a friendship or intimate relationship	<ul style="list-style-type: none"> <li>assess whether relationship behaviours are healthy or unhealthy</li> <li>I can explain strategies to effectively manage relationship break ups</li> <li>suggest ways to support a friend who is in an unhealthy relationship</li> </ul>	This lesson is t to promote awareness of unhealthy relationship behaviours and stalking in order to help protect young people from the potential risks in such situations.	Topic 3: Respectful Relationships Intimate and sexual relationships, including sexual health	N/A	use of a range of social skills in different contexts
			Lesson 8	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>assess whether relationship behaviours are healthy or unhealthy</li> <li>I can explain strategies to effectively manage relationship break ups</li> <li>suggest ways to support a friend who is in an unhealthy relationship</li> </ul> <p><u>Where secured</u> Year 10 Lesson 7</p> <p><u>Prior Acquisition &amp; Key Terms</u> Harassment, stalking, target, perpetrator</p>	To recognise and manage unwanted attention	I can use my <b>resilience</b> and <b>assertiveness</b> in the right way in a friendship or intimate relationship	<ul style="list-style-type: none"> <li>I can define the terms stalking and harassment</li> <li>I can Identify the behaviours associated with stalking</li> <li>Explain what to do if someone feels they or someone they know is the target or perpetrator of stalking or harassment</li> </ul>		Topic 5: Being Safe Intimate and sexual relationships, including sexual health	N/A	use of a range of social skills in different contexts

		<ul style="list-style-type: none"> <li>• about asexuality, abstinence and celibacy</li> </ul>	Lesson 9	<p><u>Prior Knowledge</u> I can define the terms stalking and harassment } Identify the behaviours associated with stalking</p> <p>Explain what to do if someone feels they or someone they know is the target or perpetrator of stalking or harassment</p> <p><u>Where secured</u> Year10 Lesson 8</p> <p><u>Prior Acquisition &amp; Key Terms</u> Stalking, target, perpetrator, barriers, help-seeking</p>	to recognise inappropriate behaviour and seek support	I can use my <b>resilience</b> and <b>assertiveness</b> in the right way in a friendship or intimate relationship	<ul style="list-style-type: none"> <li>• Recognise when romantic attention is unwanted or unacceptable, including online</li> <li>• Explain how perpetrators and their peers can safely address potential perpetrator behaviours</li> </ul>	To promote awareness of unhealthy relationship behaviours and stalking in order to help protect young people from the potential risks in such situations.	Topic 5: Being Safe	N/A	use of a range of social skills in different contexts
Mid-term Assessment	Doddle:	Click here for the assessment worksheet		<b>Term 1 assessment worksheet- to be completed in the second half of lesson 3 (30 minute test).</b> <b>What is being assessed? Transition, Managing Change, LORIC, British Values, First Aid</b>							
Spring 2	Addressing extremism and radicalisation Community cohesion and challenging Extremism  PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	<ul style="list-style-type: none"> <li>• about communities, inclusion, respect and belonging</li> <li>• about the Equality Act, diversity and values</li> <li>• about how social media may distort, mis-represent or target</li> <li>• information in order to influence beliefs and opinions</li> <li>• how to manage conflicting views and misleading information</li> <li>• how to safely challenge</li> </ul>	Lesson 10- Valuing diversity	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> diversity, discrimination, alienation, inclusion, community cohesion, immigration</p>	learn about the impact of individual's beliefs and actions on community cohesion	I can use my initiative and communicational skills to tackle extremism	<ul style="list-style-type: none"> <li>• I can explain the importance of respecting diversity</li> <li>• I can assess the impact of media, social media and actions on people's attitudes around diversity</li> </ul>	This is the first in a series of three lessons focusing on building resilience to extremism. This lesson develops understanding of the need for criticality when assessing media content, and the impact of people's actions on community cohesion. It supports students to be more aware of how their choices can impact others, and educates on the positive actions young people themselves can take to promote diversity.	Topic 2: Respectful relationships, including friendships Topic 4: Being Safe	N/A	showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity

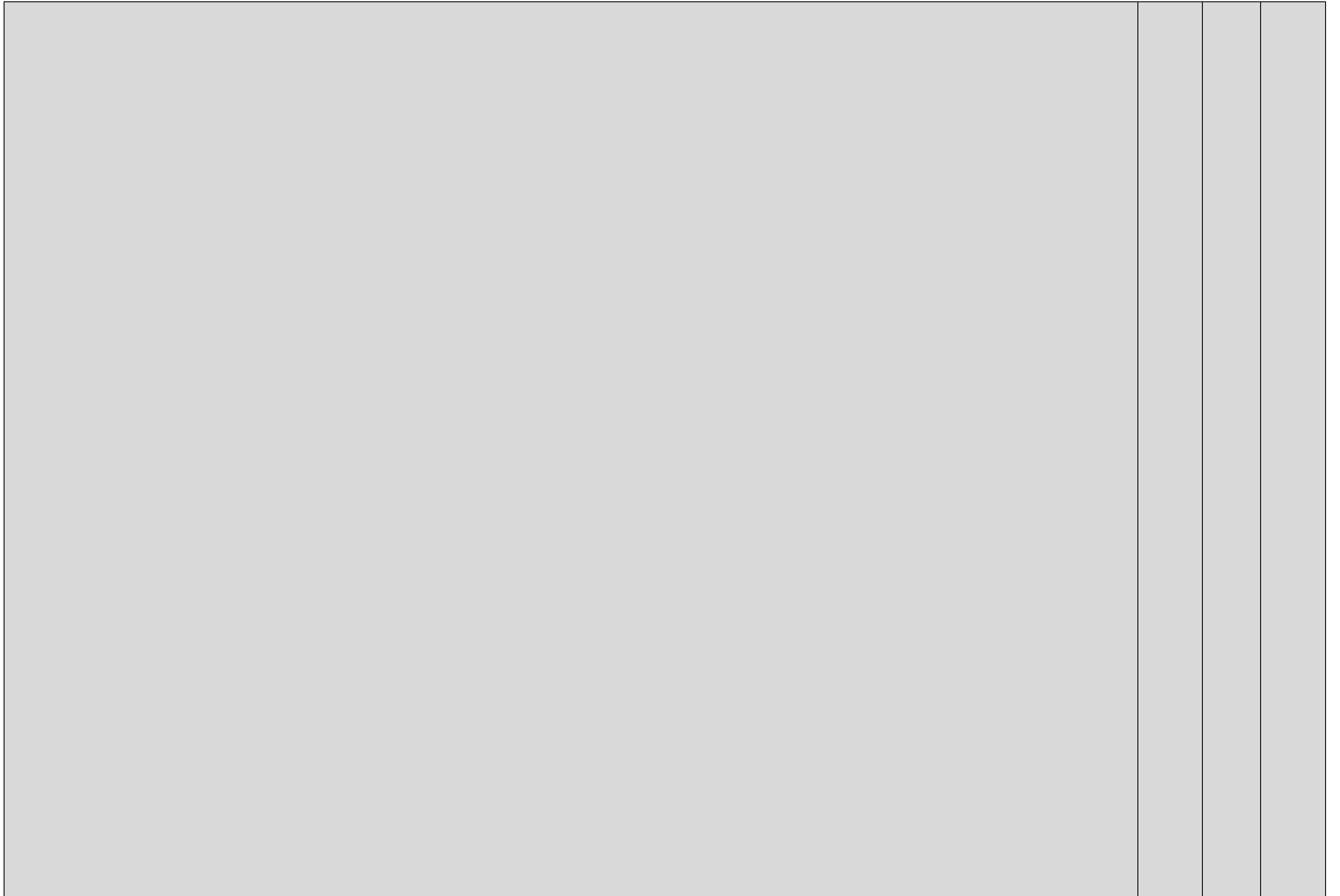
		<p>discrimination, including online</p> <ul style="list-style-type: none"> <li>• how to recognise and respond to extremism and radicalisation</li> </ul>	<p>Lesson 11- Understanding and preventing extremism</p> <p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• I can explain the importance of respecting diversity</li> <li>• I can assess the impact of media, social media and actions on people's attitudes around diversity</li> </ul> <p><u>Where secured</u></p> <p>Year 10 Lesson 10</p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>extremism, terrorism, violent extremist, fundamentalist, discrimination, radicalisation, alienation, ideology, protest, democracy</p>	<ul style="list-style-type: none"> <li>• learn about how violent extremism differs from legitimate protest and dissent</li> <li>• learn ways to respond to worrying behaviours</li> </ul>	<p>I can use my initiative and communicational skills to tackle extremism and discriminative language</p>	<ul style="list-style-type: none"> <li>• distinguish violent extremism from legitimate behaviours in a democracy</li> <li>• demonstrate the ability to advise someone who is worried about another's behaviour</li> <li>• identify behaviours which contribute to community efforts to reduce the risk of violent extremism</li> </ul>	<p>This is the second in a series of three lessons focusing on building resilience to extremism. This lesson develops understanding of the distinctions between protest and extremism. It supports students to be more aware of how they can act to promote community safety, including if they are worried about others' behaviour.</p>	Topic 4: Being Safe	N/A	showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity	
			<p>Lesson 12- How are people drawn into extremist groups?</p> <p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• distinguish violent extremism from legitimate behaviours in a democracy</li> <li>• demonstrate the ability to advise someone who is worried about another's behaviour</li> <li>• identify behaviours which contribute to community efforts to reduce the risk of violent extremism</li> </ul> <p><u>Where secured</u></p> <p>Year 10 Lesson 11</p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>group thinking, charismatic leadership, peer influence, radicalisation</p>	<p>investigate the ways people can be drawn in to extremist groups</p>	<p>I can use my initiative and communicational skills to tackle extremism and discriminative language</p>	<ul style="list-style-type: none"> <li>• identify and explain techniques used to engage someone with an extremist group</li> <li>• explain ways to respond if someone may be being radicalised</li> </ul>	<p>This is the last in a series of three lessons focusing on building resilience to extremism. This lesson focuses on the radicalisation process to support students to be more aware of recruiter manipulation in order to safeguard young people.</p>	Topic 4: Being Safe	N/A	showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity	
Term 4 Assessment	Doddle:	<p><a href="#">Click here for the MS Form</a></p> <p><a href="#">Click here for assessment sticker</a></p>	<p><b>End of unit assessment. Please duplicate this Microsoft Form and assign to your tutor group at the end of lesson 6. Once you have gathered the data, please complete the assessment sticker for this unit for students to reflect on at the start of lesson 7.</b></p>								

Summer 1	First Aid, fraud, online risk  PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	<ul style="list-style-type: none"> <li>Understand when a casualty may require an assessment and first aid treatment after sustaining an injury to the musculoskeletal system.</li> <li>understanding of what can go wrong with our body's systems and organs to cause a lack of response.</li> <li>about the law and illegal financial activities, including fraud and cybercrime</li> <li>how to manage risk in relation to financial activities</li> </ul>	Lesson 13- First Aid	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>Identify when a casualty has a head injury</li> <li>Give first aid to a casualty who has a head injury</li> <li>Seek medical help if required</li> <li>Describe the signs and symptoms of internal and external bleeding</li> <li>Assess and provide first aid to a casualty who is bleeding</li> <li>Seek medical help if required for a casualty who is bleeding</li> </ul> <p><u>Where secured</u> Year 9 Lesson 14</p> <p><u>Prior Acquisition &amp; Key Terms</u> unresponsive, alert, primary survey AED (Automated External Defibrillator) DRsABC , circulation</p>	<p>During this session, students will gain a basic understanding of what can go wrong with our body's systems and organs to cause a lack of response.</p> <p>The topic will also provide a basic overview of human anatomy and the roles various organs play to keep us alive and healthy.</p>	I can use my self-awareness and resilience to act under pressure	<ul style="list-style-type: none"> <li>Carry out a primary survey</li> <li>Place an unresponsive casualty, who is breathing normally, into the recovery position</li> <li>Know when and how to deliver CPR to an unresponsive casualty who is not breathing normally</li> </ul>		Topic 7: Basic first aid	N/A	demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
			Lesson 14- First Aid	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>Carry out a primary survey</li> <li>Place an unresponsive casualty, who is breathing normally, into the recovery position</li> <li>Know when and how to deliver CPR to an unresponsive casualty who is not breathing normally</li> </ul> <p><u>Where secured</u> Year 10 Lesson 13</p> <p><u>Prior Acquisition &amp; Key Terms</u> tendon, ligament, strain, sprain, dislocation, open fracture, closed fracture, swelling</p>	<p>Understand when a casualty may require an assessment and first aid treatment after sustaining an injury to the musculoskeletal system.</p> <p>Actions within the topic will include looking after a casualty and reassuring them; seeking medical help if required and administration of basic first aid skills.</p>	I can use my self-awareness and resilience to act under pressure	<p>Identify the difference between a bone, muscle or joint injury</p> <p>Give first aid to a casualty who has a bone muscle or joint injury</p> <p>Recognise when to call for help for a casualty who has a bone muscle or joint injury</p>		Topic 7: Basic first aid	N/A	demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

			Lesson 15- Fraud	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>I can identify what fraud is and describe different types of fraud</li> <li>I can describe common 'scams' and how to recognise them</li> <li>I can identify the vulnerability factors that increase the risk of becoming a victim of fraud and describe ways that someone can reduce these risks</li> <li>I can explain the consequences of fraud for the victim and the perpetrator</li> </ul> <p><u>Where secured</u> Year 9 Lesson 16</p> <p><u>Prior Acquisition &amp; Key Terms</u> MONEY MULE- MONEY LAUNDERING</p>	<ul style="list-style-type: none"> <li>We are learning about the risks associated with acting as a 'money mule'</li> </ul>	I can use my initiative to spot fraud and deal with it effectively	<ul style="list-style-type: none"> <li>I can define what a money mule is</li> <li>I can explain why someone might be tempted or deceived into becoming a money mule and evaluate ways to prevent being drawn in to fraudulent actions</li> <li>I can explain the financial, legal and moral consequences of acting as a money mule</li> <li>I can explain how to seek support if I am concerned about myself or a friend</li> </ul>	This is the first in a series of two lessons developed by Cifas, the UK's leading fraud prevention agency. These key stage 4 lessons are designed to extend and build upon two foundational lessons at key stage 3. The lessons aim to empower young people to protect themselves from fraud through building awareness of how to identify fraud and how to protect personal data online. This first lesson focuses on the particular risk of becoming a 'money mule', why this fraudulent activity might be specifically targeted at young people and how to recognise and avoid such risks.	Topic 2: Internet safety and harms	4. Linking Curriculum Learning to Careers	understanding of the consequences of their behaviour and actions
Mid-term Assessment	Doddle:	Click here for the assessment worksheet	<p><b>Term 1 assessment worksheet- to be completed in the second half of lesson 3 (30 minute test).</b>  <b>What is being assessed? Transition, Managing Change, LORIC, British Values, First Aid</b></p>								
Summer 2	<p>Online identity, preparing myself for employment, cybercrime, how decisions online now may effect my future opportunities</p> <p>PoS refs: H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23</p>	<ul style="list-style-type: none"> <li>how to evaluate strengths and interests in relation to career</li> <li>development</li> <li>about opportunities in learning and work</li> <li>strategies for overcoming challenges or adversity</li> <li>about responsibilities in the workplace</li> <li>how to manage practical problems and health and safety</li> <li>how to maintain a positive personal presence online</li> <li>how to evaluate and build on the learning from work experience</li> </ul>	Lesson 16- Fraud	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>I can define what a money mule is</li> <li>I can explain why someone might be tempted or deceived into becoming a money mule and evaluate ways to prevent being drawn in to fraudulent actions</li> <li>I can explain the financial, legal and moral consequences of acting as a money mule</li> <li>I can explain how to seek support if I am concerned about myself or a friend</li> </ul> <p><u>Where secured</u> Year 10 Lesson 16</p> <p><u>Prior Acquisition &amp; Key Terms</u> MALWARE-CYBER CRIME-SOCIAL ENGINEERING- VISHING- SMISHING-PHISHING</p>	<ul style="list-style-type: none"> <li>We are learning about the risks of identity fraud</li> <li>We are learning how to recognise and challenge social engineering</li> </ul>	I can use my initiative and organisational skills to protect my online identity	<ul style="list-style-type: none"> <li>I can explain the importance of protecting my identity and the risks involved in revealing personal information</li> <li>I can describe how to protect my online identity, both at home and at work</li> <li>I can explain how malware is used to commit online crime and how to protect devices from malware threats</li> <li>I can explain what social engineering is, how to recognise it and how to respond to social engineering techniques</li> <li>I can describe how and where to seek help if I am concerned about cyber crime</li> </ul>	This is the second in a series of two lessons developed by Cifas, the UK's leading fraud prevention agency. These key stage 4 lessons are designed to extend and build upon two foundational lessons at key stage 3. The lessons aim to empower young people to protect themselves from fraud through building awareness of how to identify fraud and how to protect personal data online. This second lesson raises awareness about various forms of cyber enabled crime, specifically social engineering techniques. In relation to fraud, social engineering refers to the techniques used by criminals to manipulate people to reveal personal information about themselves or to induce them to carry out an action (such as transferring a sum of money).	Topic 2: Internet safety and harms	4. Linking Curriculum Learning to Careers	n/a



			Lesson 17	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>I can explain the importance of protecting my identity and the risks involved in revealing personal information</li> </ul> <p><u>Where secured</u></p> <p>Year 10 Lesson 16</p> <p><u>Prior Acquisition &amp; Key Terms</u></p>	To learn about the benefits of, and how to maintain, a positive online reputation.	I can use my initiative and organisational skills to protect my online identity	<ul style="list-style-type: none"> <li>explain that what someone shares on social media now, may affect their employment opportunities in the future</li> <li>identify opportunities for cultivating careers online and associated challenges</li> <li>evaluate the benefits and challenges of maintaining a positive online presence</li> </ul>	This is the second of two lessons focussing on identifying personal strengths and managing online presence. Developing knowledge, skills and positive attributes relating to social media use can help students to understand how this can affect a person's employment opportunities in the future. In this lesson, students explore how maintaining a positive online reputation can help them in securing future employment.	Topic 2: Internet safety and harms	4. Linking Curriculum Learning to Careers	n/a
			Lesson 18	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u></p>	Careers lesson- post 16.				n/a	4. Linking Curriculum Learning to Careers	
Term 6 Assessment	Dodde:	Click here for the MS Form Click here for assessment sticker		End of unit assessment. Please duplicate this Microsoft Form and assign to your tutor group at the end of lesson 6. Once you have gathered the data, please complete the assessment sticker for this unit for students to reflect on at the start of lesson 7.							



# YEAR 11 — MEDIUM-TERM OVERVIEW

YEAR 11 — MEDIUM-TERM OVERVIEW								RSE	Gatsby	SMSC	
Autumn 1	Building for the future Self-efficacy, stress management, and future opportunities  PoS refs: H2, H3, H4, H8, H12, L22	<ul style="list-style-type: none"> <li>how to manage the judgement of others and challenge</li> <li>stereotyping</li> <li>how to balance ambition and unrealistic expectations</li> <li>how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>how to maintain a healthy self-concept about the nature, causes and effects of stress</li> <li>stress management strategies, including maintaining healthy sleep habits</li> <li>about positive and safe ways to create content online and the opportunities this offers</li> <li>how to balance time online</li> </ul>	Lesson 1- Promoting emotional wellbeing	<u>Prior Knowledge</u> <ul style="list-style-type: none"> <li>how to recognise signs that someone might need support for mental health concerns</li> <li>about mental health issues that most commonly affect young people</li> </ul> <u>Where secured</u> Year 10 Lesson 3	<ul style="list-style-type: none"> <li>strategies to promote mental health and emotional wellbeing</li> </ul>	I can demonstrate compassion and <b>trustfulness</b> to be able to recognise and support others in need	<ul style="list-style-type: none"> <li>I can differentiate between healthy and unhealthy coping strategies and recognise the importance of using healthy ways to manage emotions</li> <li>I can evaluate a range of ways to promote mental and emotional wellbeing</li> <li>critique the reliability of sources of support in relation to mental health</li> </ul>	This is the last of a series of lessons in KS4 exploring mental health and emotional wellbeing. This lesson focuses on ways to promote mental health and emotional wellbeing.	Topic 1: Mental wellbeing	N/A	willingness to reflect on their experiences.
			Lesson 2- Exam Stress	<u>Prior Knowledge</u> <ul style="list-style-type: none"> <li>how to recognise signs that someone might need support for mental health concerns</li> <li>about mental health issues that most commonly affect young people</li> </ul> <u>Where secured</u> Year 10 lesson 3	<ul style="list-style-type: none"> <li>the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)</li> <li>strategies for managing mental health including stress, anxiety, depression, self-harm and suicide, and sources of help and support</li> </ul>	I can demonstrate <b>time management, self-organisation</b> to perform to my best	<ul style="list-style-type: none"> <li>identify signs of exam stress in themselves and spot the signs of it in others</li> <li>know who to ask for advice and where to look for guidance on exam stress, including on the Every Mind Matters website</li> <li>I can select and use strategies to help them manage exam stress, including revision techniques.</li> </ul>		Topic 1: Mental wellbeing	N/A	willingness to reflect on their experiences.

			Lesson 3- School Photos and Unit test	<u>Prior Knowledge</u>  <u>Where secured</u>  <u>Prior Acquisition &amp; Key Terms</u>					n/a	N/A	n/a
Mid-term Assessment	Doddle:	Click here for the assessment worksheet		<b>Term 1 assessment worksheet- to be completed in the second half of lesson 3 (30 minute test). What is being assessed? Transition, Managing Change, LORIC, British Values, First Aid</b>							
Autumn 2	Independence Responsible health choices, and safety in independent contexts  PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24	<ul style="list-style-type: none"> <li>how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</li> <li>emergency first aid skills</li> <li>how to assess emergency and non-emergency situations and contact appropriate services</li> <li>about the links between lifestyle and some cancers</li> <li>about the importance of screening and how to perform self examination</li> <li>about vaccinations and immunisations</li> <li>about registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>how to manage influences and risks relating to cosmetic and</li> </ul>	Lesson 4	<u>Prior Knowledge</u> Mental Health lessons LORIC Revision techniques  <u>Where secured</u>  <u>Prior Acquisition &amp; Key Terms</u> N/A	WAVE 1- MOCK EXAMS  This lesson is used as a wave 1 exam slot for year 11.	I can demonstrate <b>Resilience</b> and organisation by completing my mocks to best of my ability	<ul style="list-style-type: none"> <li>Demonstrate resilience in a mock exam</li> <li>Demonstrate exam technique</li> </ul>	Further exam practice to improve resilience and subject knowledge. This will support their journey to success at GCSE.		N/A	
			Lesson 5- First Aid	<u>Prior Knowledge</u>  A knowledge of what to do in an event of a number of injuries and illnesses.  <u>Where secured</u>  Year 10 Lesson 14  <u>Prior Acquisition &amp; Key Terms</u>  Atrium, ventricle , respiratory rate heart rate , pulse , DRsABC , CPR resuscitate, circulation , cardiac arrest angina, heart attack, cardiovascular	To know what chest pain looks like in an individual and how to react and support  To know what to do in the event of someone choking	I can demonstrate my ability to react and <b>make decision under pressure</b>	<ul style="list-style-type: none"> <li>I can recognise when somebody is having chest pain</li> <li>Demonstrate first aid techniques that may help a casualty who has chest pain</li> <li>Get help when necessary for a casualty who has chest pain</li> <li>Recognise when a casualty is choking</li> <li>Give first aid to a casualty is choking</li> <li>Get help if a casualty is choking</li> </ul>		Topic 7: Basic first aid	N/A	demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

		<ul style="list-style-type: none"> <li>aesthetic body alterations</li> <li>about blood, organ and stem cell donation</li> </ul>	Lesson 6- Revision strategies and exam prep	<u>Prior Knowledge</u>  <u>Where secured</u>  <u>Prior Acquisition &amp; Key Terms</u>	Exam revision and prep lesson		<ul style="list-style-type: none"> <li>I can demonstrate a number of revision techniques that are effective when preparing for examinations</li> </ul>	n/a	N/A	use of imagination and creativity in their learning
<b>Term 2 Assessment</b>	<b>Doddle:</b>	<b>Click here for the MS Form</b> <b>Click here for assessment sticker</b>		<b>End of unit assessment. Please duplicate this Microsoft Form and assign to your tutor group at the end of lesson 6. Once you have gathered the data, please complete the assessment sticker for this unit for students to reflect on at the start of lesson 7.</b>						
Spring 1	<p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> <p>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p>	<ul style="list-style-type: none"> <li>about core values and emotions</li> <li>about gender identity, gender expression and sexual orientation</li> <li>how to communicate assertively</li> <li>how to communicate wants and needs</li> <li>how to handle unwanted attention, including online</li> <li>how to challenge harassment and stalking, including online</li> <li>about various forms of relationship abuse</li> <li>about unhealthy, exploitative and abusive relationships</li> <li>how to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>	Lesson 7- Online blackmail	<u>Prior Knowledge</u>  <u>Where secured</u>  <u>Prior Acquisition &amp; Key Terms</u>	To help young people identify key features of blackmail online, understand the impact it can have, and learn how young people can access support about anything that happens online.	I can use my initiative online to avoid unhealthy relationships	<ul style="list-style-type: none"> <li>I can explain what online blackmail is</li> <li>I can describe the impact this may have</li> <li>I can identify some controlling and manipulative behaviours online</li> <li>I can explain how to get help, and different people and organisations who can provide support with problems young people face online.</li> </ul>	Topic 4: Being Safe	N/A	n/a
			Lesson 8- sexual abuse and rape	<u>Prior Knowledge</u> <ul style="list-style-type: none"> <li>Recognise when romantic attention is unwanted or unacceptable, including online</li> <li>Explain how perpetrators and their peers can safely address potential perpetrator behaviours</li> </ul> <u>Where secured</u>  Year 10 Lesson 9  <u>Prior Acquisition &amp; Key Terms</u> Sexual Assault, Rape, Genitals, Explicit, Consent, Abuse, Referral Centres	<ul style="list-style-type: none"> <li>To explore the laws regarding rape and sexual assault</li> <li>To understand how unhealthy behaviours and an imbalance of power in a relationship could lead to violence and sexual assault</li> </ul> <p>To explore what qualities to look for in a healthy loving relationship</p>	I can use my resilience and assertiveness in the right way in a friendship or intimate relationship	<ul style="list-style-type: none"> <li>I can recognise and demonstrate what behaviors are unacceptable in a healthy relationship</li> <li>I can explain the law in regard to sexual assault and rape</li> <li>I know the important qualities to look for in a future partner that will keep me safe</li> </ul>	Topic 2: Respectful relationships, including friendships	N/A	ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, and recognise legal boundaries and respect the civil and criminal law



			Lesson 9-	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>I can recognise what behaviors are unacceptable in a healthy relationship</li> <li>I can explain the law in regard to sexual assault and rape</li> <li>I know the important qualities to look for in a future partner that will keep me safe</li> </ul> <p><u>Where secured</u></p> <p>Year 11 Lesson 8</p> <p><u>Prior Acquisition &amp; Key Terms</u></p>	<ul style="list-style-type: none"> <li>To learn about healthy and unhealthy one-to-one intimate relationships and strategies to build healthy lasting relationships.</li> <li>To learn how to access support for unhealthy relationships</li> </ul>	I can use my resilience and assertiveness in the right way in a friendship or intimate relationship	<ul style="list-style-type: none"> <li>Evaluate whether a relationship is healthy or unhealthy</li> <li>Identify strategies to build a healthy lasting relationship</li> <li>Explain how to access support in relation to unhealthy relationships</li> </ul>	This lesson draws on research from the University of Exeter on the key attributes of healthy, thriving, long-lasting one-to-one intimate relationships. The researchers carried out a longitudinal study of marriages over the first 10 years and cross-sectional study of relationships of at least 15 years duration (married/cohabiting and same sex/opposite sex) to gain insights into what helps long-term relationships to thrive.	Topic 2: Respectful relationships, including friendships	N/A	n/a		
Mid-term Assessment	Doddle:	Click here for the assessment worksheet		<b>Term 1 assessment worksheet- to be completed in the second half of lesson 3 (30 minute test).</b> <b>What is being assessed? Transition, Managing Change, LORIC, British Values, First Aid</b>									
Spring 2	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships  PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	about different types of families and changing family structures how to evaluate readiness for parenthood and positive parenting qualities about fertility, including how it varies and changes about pregnancy, birth and miscarriage about unplanned pregnancy options, including abortion about adoption and fostering how to manage change, loss, grief and bereavement about 'honour based' violence and forced marriage and how to safely access support	Lesson 10	<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>Evaluate whether a relationship is healthy or unhealthy</li> <li>Identify strategies to build a healthy lasting relationship</li> <li>Explain how to access support in relation to unhealthy relationships</li> </ul> <p><u>Where secured</u></p> <p>Year 11 Lesson 9</p> <p><u>Prior Acquisition &amp; Key Terms</u></p>	<ul style="list-style-type: none"> <li>To learn about healthy and unhealthy one-to-one intimate relationships and strategies to build healthy lasting relationships</li> </ul>	•	<ul style="list-style-type: none"> <li>Evaluate whether a relationship is healthy or unhealthy</li> <li>Identify strategies to build a healthy lasting relationship</li> <li>Define a healthy relationship</li> </ul>	•	Topic 2: Respectful relationships, including friendships	N/A			

			Lesson 11	<p><u>Prior Knowledge</u></p> <p>Where secured</p> <p><u>Prior Acquisition &amp; Key Terms</u></p>	<ul style="list-style-type: none"> <li>WAVE 1- MOCK EXAMS</li> <li>This lesson is used as a wave 2 exam slot for year 11.</li> </ul>	<ul style="list-style-type: none"> <li>I will build on my wave 1 <b>resilience</b> and <b>organisation</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate resilience in a mock exam</li> <li>Demonstrate exam technique</li> </ul>	<ul style="list-style-type: none"> <li>Further exam practice to improve resilience and subject knowledge. This will support their journey to success at GCSE.</li> </ul>	N/A	N/A	willingness to reflect on their experiences.	
			Lesson 12	<p><u>Prior Knowledge</u></p> <p>Where secured</p> <p><u>Prior Acquisition &amp; Key Terms</u></p>	<ul style="list-style-type: none"> <li>about the responsibilities of being a parent and how</li> <li>committed, stable relationships can be important for</li> <li>bringing up children</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>identify the roles and responsibilities of parents with</li> <li>respect to raising children</li> <li>evaluate the characteristics of successful parenting</li> <li>identify the specific challenges and responsibilities of</li> <li>parenting at different stages in a child's life</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	Topic 1: Families	N/A		
<b>Term 4 Assessment</b>	<b>Doddle:</b>	<b>Click here for the MS Form</b> <b>Click here for assessment sticker</b>	<b>End of unit assessment. Please duplicate this Microsoft Form and assign to your tutor group at the end of lesson 6. Once you have gathered the data, please complete the assessment sticker for this unit for students to reflect on at the start of lesson 7.</b>									
Summer 1	Next steps Application processes, and skills for further education, employment and career progression  PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	how to use feedback constructively when planning for the <ul style="list-style-type: none"> <li>future</li> <li>how to set and achieve SMART targets</li> <li>effective revision techniques and strategies</li> <li>about options post-16 and career pathways</li> <li>about application processes, including writing CVs, personal statements and interview technique</li> <li>how to maximise employability, including managing online</li> <li>presence and taking opportunities to broaden experience</li> </ul>	Lesson 13	<p><u>Prior Knowledge</u></p> <p>Where secured</p> <p><u>Prior Acquisition &amp; Key Terms</u></p>							4. Linking Curriculum Learning to Careers	
			Lesson 14	<p><u>Prior Knowledge</u></p> <p>Where secured</p> <p><u>Prior Acquisition &amp; Key Terms</u></p>							4. Linking Curriculum Learning to Careers	

		<ul style="list-style-type: none"> <li>• about rights, responsibilities and challenges in relation to</li> <li>• working part time whilst studying</li> <li>• how to manage work/life balance</li> </ul>	Lesson 15	<u>Prior Knowledge</u>  <u>Where secured</u>  <u>Prior Acquisition &amp; Key Terms</u>						4. Linking Curriculum Learning to Careers	

# YEAR 12 — MEDIUM-TERM OVERVIEW

YEAR 12 — MEDIUM-TERM OVERVIEW							RSE	Gatsby	SMSC
Autumn 1	Health, wellbeing, diet, eating disorders, stress, exercise, hygiene	<ul style="list-style-type: none"> <li>How immunity to disease and infection can be acquired</li> <li>difference between communicable and non-communicable diseases.</li> <li>the importance of dental</li> <li>how to manage cholesterol levels in the body</li> <li>how a poor diet can lead to many health risks</li> <li>healthy breakfast and healthy pack lunch</li> <li>impacts of obesity</li> <li>eating disorders</li> <li>short and long term impacts stress can have on our bodies and our life .</li> <li>the science behind fight, flight or freeze response to stress</li> </ul>	<p><b>Week 1- Health and wellbeing</b></p> <p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>identify signs of exam stress in themselves and spot the signs of it in others</li> <li>know who to ask for advice and where to look for guidance on exam stress, including on the Every Mind Matters website</li> <li>select and use strategies to help them manage exam stress, including revision techniques.</li> </ul> <p><u>Where secured</u> Year 11- Lesson 2</p> <p><u>Prior Acquisition &amp; Key Terms</u> Social, Physical, Emotional Wellbeing, Health &amp; Wellbeing</p>	<p>Understand what wellbeing might look like in someone's life</p> <p>Understand the meaning of mental health and emotional wellbeing</p> <p>Learn strategies to improve my own and others emotional wellbeing</p>	<ul style="list-style-type: none"> <li>I can demonstrate resilience and initiative in dealing with the transition into 6<sup>th</sup> form</li> </ul>	<ul style="list-style-type: none"> <li>I can define emotional well-being</li> <li>I understand the link between emotional well-being and mental health</li> <li>I can make decisions that will improve my emotional well-being</li> </ul>	T1 - Mental wellbeing	N/A	ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
			<p><b>Week 2- Healthy Eating and cholesterol levels</b></p> <p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>I can explain the short-term impacts of stress I can explain the long-term impacts of stress</li> <li>I can explain the science behind fight, flight or freeze</li> </ul> <p><u>Where secured</u> Year 12 week 1</p> <p><u>Prior Acquisition &amp; Key Terms</u> Monounsaturated Fats &amp; Polyunsaturated Fats, Cholesterol</p>	<p>To identify the components of a healthy diet</p> <p>To understand the difference between good cholesterol and bad cholesterol</p> <p>To understand how to replace unhealthy snacks and foods with healthier alternatives</p>	<p>I can demonstrate resilience and initiative in dealing with my own wellbeing</p> <p>I can demonstrate kindness and be a supportive role model to my younger peers</p>	<p>I can explain what a balanced diet should consist of</p> <p>I can explain the difference between good and bad cholesterol</p> <p>I can substitute unhealthy snacks with healthy snacks</p>	T6 -Health & Prevention T4 - Being Safe	N/A	understanding of the consequences of their behaviour and actions

			Week 3-Immunization and Vaccination	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Immunity, Communicable, Virus, Non-communicable, Vaccination, Anti-Vaxxers, Disease</p>	<ul style="list-style-type: none"> <li>How immunity to disease and infection can be acquired Describe the difference between communicable and non-communicable diseases.</li> <li>To evaluate the impact on society when there is a pandemic virus with no vaccination available</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate resilience and initiative in dealing with my own wellbeing</li> <li>I can demonstrate kindness and be a supportive role model to my younger peers</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the different forms of immunisation I understand the importance of vaccination in the fight against communicable viruses I can debunk anti-vaxxers arguments</li> </ul>		Health -Health & Prevention	N/A	interest in investigating and offering reasoned views about moral and ethical issues
			Week 4- Healthy Eating and Obesity	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Detox, longevity, immune, heart health, beauty Fats, Eatwell, obesity</p>	<ul style="list-style-type: none"> <li>To explore what makes a healthy breakfast and healthy pack lunch</li> <li>To understand the rainbow of healthy food to have in every meal</li> <li>To evaluate the impacts of obesity on individuals</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate resilience and initiative in dealing with my own wellbeing</li> <li>I can demonstrate kindness and be a supportive role model to my younger peers</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what makes a healthy breakfast and pack lunch</li> <li>I can identify how eating different coloured foods can support me in a healthy body</li> <li>I can explain the impact obesity has on an individual</li> </ul>		Health Education - Mental wellbeing	N/A	
			Week 5- Eating disorders	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Anorexia, Binge Eating Disorder, Obesity, Bulimia</p>	<ul style="list-style-type: none"> <li>To understand the complexity of eating disorders and their possible causes</li> <li>To understand that there are identifiable symptoms of the most prevalent eating disorders</li> <li>To understand what help is available for prevention and treatment of eating disorders</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate resilience and initiative in dealing with my own wellbeing</li> <li>I can demonstrate kindness and be a supportive role model to my younger peers</li> </ul>	<ul style="list-style-type: none"> <li>I can explain about the main eating disorders</li> <li>I can refer someone for help with an eating disorder</li> <li>I can identify symptoms to look out for with eating disorders</li> </ul>		Health Education- Mental Wellbeing	N/A	



			Week 6- Stress management	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Anxiety, stress, coping, strategy, anger, emotions, hormones, reactions</p>	<ul style="list-style-type: none"> <li>To understand the short and long term impacts stress can have on our bodies and our life .</li> <li>To understand the science behind fight, flight or freeze response to stress</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate resilience and initiative in dealing with my own wellbeing</li> <li>I can demonstrate kindness and be a supportive role model to my younger peers</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the short term impacts of stress</li> <li>I can explain the long term impacts of stress</li> <li>I can explain the science behind fight, flight or freeze</li> </ul>		T1 - Mental wellbeing	N/A	
Autumn 2	Mental Health Dealing with Depression Stress, Athletes and Performance Dealing with anxiety Paranoia, Fear and Anxiety Sleep Hygiene + Mental Health Promoting Emotional Wellbeing Resilience and Growing Up	<ul style="list-style-type: none"> <li>To define the term depression and anxiety</li> <li>To explore how depression might make someone feel and act</li> <li>To explore what support networks and treatments are available for depression</li> <li>To learn how to use stress about exams to improve your exam performance</li> <li>To explore how anxiety might make someone feel and act</li> <li>To explore how to manage fears and anxiety</li> <li>To understand ways to boost sleep hygiene and mental health</li> <li>Learn strategies to improve my own and others emotional wellbeing</li> </ul>	Week 7- dealing with depression	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Depression, Headache, Anxiety, CBT, Cognitive, Behavioural, Therapy, dysregulation, Premenstrual</p>	<ul style="list-style-type: none"> <li>To define the term depression and anxiety To explore how depression might make someone feel and act To explore what support networks and treatments are available for depression</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate excellent self-awareness and understand when to get support.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the science behind depression</li> <li>I can recognise the emotional, Behavioural and cognitive characteristics of depression</li> <li>I know the treatments available for depression</li> </ul>		T1 - Mental wellbeing	N/A	
			Week 8- EXT- Stress, Athletes and PErformance	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Acute Stress, Chronic Stress, Cortisol, Noradrenaline, Mindfulness, Anxiety disorder</p>	<ul style="list-style-type: none"> <li>To explore how athletes and businessmen and women channel stress into optimum performances</li> <li>To learn how to use stress about exams to improve your exam performance</li> <li>To understand the health impacts acute and chronic stress can have on people</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate excellent self-awareness and understand when to get support.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the impact chronic stress can have on my life</li> <li>I can analyse how athletes and business people channel their stress</li> <li>I can demonstrate and utilizing my own acute stress to improve exam performance</li> </ul>		T1 - Mental wellbeing	N/A	

			<p>Week 9- Dealing with anxiety</p> <p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> General Anxiety Disorder, Phobia, CBT, SSRI's , Psychological therapies, Self Help, Mindfulness</p>	<ul style="list-style-type: none"> <li>To define the term anxiety and explain the different types</li> <li>To explore how anxiety might make someone feel and act</li> <li>To explore what support networks and treatments are available for anxiety</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate excellent self-awareness and understand when to get support.</li> </ul>	<ul style="list-style-type: none"> <li>I can define the different types of Anxiety</li> <li>I can recognise the emotional, Behavioural and cognitive characteristics of anxiety</li> <li>I can explain treatments available for anxiety including self-help</li> </ul>		T1 - Mental wellbeing	N/A	
			<p>Week 10- Paranoia, Fear and Anxiety</p> <p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Phobia, Fear, Anxiety, Stress Wellbeing</p>	<ul style="list-style-type: none"> <li>To understand the differences between a fear and a phobia</li> <li>To explore how anxiety might make someone feel and act</li> <li>To explore how to manage fears and anxiety</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate excellent self-awareness and understand when to get support.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the difference between a fear a phobia and anxiety</li> <li>I can explain how stress, phobias and fear can cause anxiety</li> <li>I can demonstrate ways to manage anxiety</li> </ul>		T1 - Mental wellbeing	N/A	
			<p>Week 11- Sleep Hygiene + Mental Health</p> <p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Hypersomnia, Sleep disorder, Sleep Hygiene, Insomnia</p>	<ul style="list-style-type: none"> <li>To define sleep and explain what sleep hygiene is.</li> <li>To understand ways to boost sleep hygiene and mental health</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate excellent self-awareness and understand when to get support.</li> </ul>	<ul style="list-style-type: none"> <li>I can define what sleep hygiene is</li> <li>I can demonstrate how to improve my bedtime routine</li> <li>I can explain the link between my sleep and my mental health</li> </ul>		T1 - Mental wellbeing	N/A	

			Week 12	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Social, Physical, Emotional Wellbeing, Health &amp; Wellbeing</p>	<ul style="list-style-type: none"> <li>Understand what wellbeing might look like in someone's life</li> <li>Understand the meaning of mental health and emotional wellbeing</li> <li>Learn strategies to improve my own and others emotional wellbeing</li> </ul>	I can demonstrate excellent self-awareness and understand when to get support.	<ul style="list-style-type: none"> <li>I can define emotional well-being</li> <li>I can explain link between emotional well-being and mental health</li> <li>I can make decisions that will improve my emotional well-being</li> </ul>		T1 - Mental wellbeing	N/A	
Spring 1	<p>Drugs Education</p> <p>Drugs and their Classifications,</p> <p>Drugs and Their Effects</p> <p>LSD Drugs</p> <p>Education</p> <p>MDMA Ecstasy -</p> <p>Drugs Ed</p> <p>SPICE - Synthetic</p> <p>Cannabinoids</p> <p>Alcohol and Society</p> <p>Substance Misuse</p>	<ul style="list-style-type: none"> <li>classification of drugs</li> <li>UK's drug policy</li> <li>what support networks are available</li> <li>impact drugs can have on the individual, their family and friends</li> <li>LSD, MDMA, magic mushrooms, Spice, ecstasy and cannabis and the impact this drug has on society</li> <li>physical and mental impact on LSD users</li> <li>how alcohol impacts the body</li> <li>consequences of alcohol misuse</li> <li>term substance misuse</li> </ul>	Week 1 - Alcohol safety	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Physical, Psychological, social, units, ethanolUnits, Spirits, Ethanol, Beer, Larger, Wine, Binge Drinking, Shots</p>	<ul style="list-style-type: none"> <li>To understand how alcohol impacts the body</li> <li>To explore the consequences of alcohol misuse</li> <li>To know the negative impact alcohol use is having on wider society I can explain how alcohol is measured and what limits are for adults</li> <li>To know the consequences of alcohol consumption</li> <li>To know when introducing alcohol to a situation can lead to very dangerous consequences</li> </ul>	Resilience and dealing with peer pressure	<ul style="list-style-type: none"> <li>I can explain what alcohol is and the different forms it comes in</li> <li>I can explain the short- and long-term impacts of alcohol use</li> <li>I can explain the impact alcohol misuse is having on society</li> <li>I can explain how alcohol strength is measured</li> <li>I can recognise binge drinking when I see it</li> <li>I can explain the consequences of consuming alcohol</li> </ul>		T5 - Drugs + Tobacco + Alcohol		understanding of the consequences of their behaviour and actions

			<p>Week 2- Substance misuse</p> <p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Substance abuse, Dependence, Intoxication, Withdrawal, substance, impairment, anxiety,</p>	<ul style="list-style-type: none"> <li>To define the term substance misuse and understand the way drugs effect users</li> <li>To know why people misuse substances</li> <li>To evaluate what support networks are available to help support those in need</li> </ul>	Resilience and dealing with peer pressure	<ul style="list-style-type: none"> <li>I can define substance misuse and substance dependency</li> <li>I know how drugs impact the body</li> <li>I can identify a range of factors that may lead to someone abusing drugs</li> </ul>		T5 - Drugs + Tobacco + Alcohol		understanding of the consequences of their behaviour and actions
			<p>Week 3- Drugs and their classifications</p> <p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u></p> <p>Social, Medical, Illegal, Stimulant, Hallucinogenic, depressant, Pain killers</p>	<ul style="list-style-type: none"> <li>To consider the differences in classification of drugs</li> <li>To explore why people take illegal drugs</li> <li>To evaluate what support networks are available to help support those in need</li> </ul>	Resilience and dealing with peer pressure	<ul style="list-style-type: none"> <li>I can describe the four main categories of drug effects</li> <li>To explain what analgesics do</li> <li>I can explain the key aspects of the law regarding different classification of drugs</li> </ul>		T5 - Drugs + Tobacco + Alcohol		understanding of the consequences of their behaviour and actions

			Week 4- Spice	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u>          Illegal, Drugs, Effects, Spice (Synthetic Cannabinoids), Hallucinogenic, legality, Consequences, Society, Families</p>	<ul style="list-style-type: none"> <li>To learn more about Spice (Synthetic Cannabinoid) and the impact this drug has on society</li> <li>To explore the physical and mental impact on Spice (Synthetic Cannabinoid) users</li> <li>To evaluate what support networks are available to help support those who use drugs as a coping mechanism or addicted to drugs</li> </ul>	Resilience and dealing with peer pressure	<ul style="list-style-type: none"> <li>I can explain the risks associated with taking Spice (Synthetic Cannabinoid)</li> <li>I can explain the negative impact drug abuse has on society</li> <li>I can explain and share where to source reliable and credible drugs information from</li> </ul>		T5 - Drugs + Tobacco + Alcohol		understanding of the consequences of their behaviour and actions
			Week 5-	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u>          Class A, Class B, Class C, Supply, Possession, Distribution, Psychoactive Substances , Medicine Act 1986</p>	<ul style="list-style-type: none"> <li>To consider the differences classification of drugs</li> <li>To explore the legal classifications of 36 drugs</li> <li>To understand key aspects of the UK's drug policy</li> </ul>		<ul style="list-style-type: none"> <li>I can explain the different legal classifications of drugs</li> <li>I can define and identify psychoactive substances I can identify different ways drugs can cause harm to society</li> </ul>		T5 - Drugs + Tobacco + Alcohol		understanding of the consequences of their behaviour and actions

			Week 6- MDMA	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u>  Illegal, Drugs, Effects, MDMA (Ecstasy), legality, Consequences, Society, Families, Class A, Prison</p>	<ul style="list-style-type: none"> <li>To learn more about MDMA / Ecstasy and the impact this drug has on society</li> <li>To explore the physical and mental impact on Magic Mushroom users</li> <li>To evaluate what support networks are available to help support those who use drugs as a coping mechanism or addicted to drugs</li> </ul>	Resilience and dealing with peer pressure	<ul style="list-style-type: none"> <li>I understand the risks associated with taking MDMA / Ecstasy</li> <li>I can explain the negative impact drug abuse has on society</li> <li>I know where to source reliable and credible drugs information from</li> </ul>		T5 - Drugs + Tobacco + Alcohol		understanding of the consequences of their behaviour and actions
Spring 2	LGBTQ+ (Equality in the UK) Toxic Masculinity (Peer Pressure + Influence Instead), Dealing with my anger What is Cancer, Stem Cell Research + Medical Ethics, Why not to Carry a knife	<ul style="list-style-type: none"> <li>history of the LGBT movement in the UK</li> <li>why it's important Britain celebrates equality and diversity</li> <li>LGBT+ prejudices and stereotypes</li> <li>Healthy and unhealthy expressions of anger</li> <li>a range of techniques to manage conflict and anger</li> <li>risk factors and common symptoms for skin cancer</li> <li>how to talk to someone with cancer</li> </ul>	Week 1- LGBTQ+	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u>  Equality, Diversity, Legal jurisdiction, Activism, Charity, Section 28</p>	<ul style="list-style-type: none"> <li>To learn about the recent history of the LGBT movement in the UK</li> <li>To explain why its important Britain celebrates equality and diversity</li> <li>To explore and challenge LGBTQ+ prejudices and stereotypes that are out there</li> </ul>	Empathy	<ul style="list-style-type: none"> <li>Demonstrate making new friends</li> <li>I can explain what a good friendship looks like and share this information with younger students or siblings</li> </ul>		T5 - Drugs + Tobacco + Alcohol		Cultural- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities



		<ul style="list-style-type: none"> <li>diagnostic and treatment tools used for cancer</li> <li>aware of stem cell research and other forms of donation, including stem cell donation</li> <li>why it is wrong to ever carry a knife</li> <li>legal, emotional and physical consequences of carrying a knife</li> <li>how knife crime impacts families and communities</li> </ul>		<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Feminine, Emasculation, Toxic Masculinity, Power, Strength, Emotions</p>	<ul style="list-style-type: none"> <li>To know the term toxic masculinity</li> <li>To know where toxic masculinity comes from and how damaging it can be to men and women</li> <li>To evaluate what a good man is and how to develop these traits</li> </ul>	Dealing with peer pressure and resilience	<ul style="list-style-type: none"> <li>I can explain the term toxic masculinity</li> <li>I can analyse toxic masculinity comes from and how damaging it can be to men and women</li> </ul>		T5 - Drugs + Tobacco + Alcohol		understanding of the consequences of their behaviour and actions
			Week 3- Knife crime	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Homicide, Wielded, Attempted Murder, Courts, Home Office, UK Drill Music</p>	<ul style="list-style-type: none"> <li>To explain why it is wrong to ever carry a knife</li> <li>To understand the legal, emotional and physical consequences of carrying a knife</li> <li>To understand how knife crime impacts families and communities</li> </ul>	Dealing with peer pressure and resilience	<ul style="list-style-type: none"> <li>I can describe the risks associated with carrying a knife</li> <li>I can explain in detail the impact carrying a knife has on family and friends</li> </ul>		T5 - Drugs + Tobacco + Alcohol		ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, and recognise legal boundaries and respect the civil and criminal law of England
			Week 4- Dealing with my anger	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Assertive, Resilient, expression, Healthy, Unhealthy, conflict</p>	<ul style="list-style-type: none"> <li>To know healthy and unhealthy expressions of anger</li> <li>To know what happens both physically and emotionally when someone gets angry</li> <li>To know a range of techniques to manage conflict and anger</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>I can explain how unhealthy anger is to the body, mind and my peers</li> <li>I can name several anger management techniques</li> <li>I can explain and demonstrate how to support someone with their anger management</li> </ul>		T5 - Drugs + Tobacco + Alcohol		ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, and recognise legal boundaries and respect the civil and criminal law of England

			Week 5- What is cancer	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> MRI, X-Ray, Biopsy, Endoscopy, Radiotherapy, Ultra sound, Cancer</p>	<ul style="list-style-type: none"> <li>I know the risk factors and common symptoms for skin cancer</li> <li>I understand how to talk to someone with cancer</li> <li>I understand some of the diagnostic and treatment tools used for cancer</li> </ul>	Maturity and empathy	<ul style="list-style-type: none"> <li>I can describe some of the common forms of cancer that exist in society</li> <li>I can support and talk to someone with cancer</li> <li>I can explain the range of diagnostic tools used in cancer treatment</li> </ul>		T5 - Drugs + Tobacco + Alcohol		understanding of the consequences of their behaviour and actions
			Week 6-	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Gene technology, Blood, Genetic engineering, stem cell, nerve cell, ethics, Parkinson's disease</p>	<ul style="list-style-type: none"> <li>To be aware of stem cell research and other forms of donation, including stem cell donation</li> <li>To understand the positives and negatives of stem cell research and gene technology</li> </ul>	Maturity and empathy	<ul style="list-style-type: none"> <li>I can explain in some detail the stem cell research and other forms of donation, including stem cell donation</li> <li>To evaluate the medical ethics of gene technology and stem cell research</li> </ul>		T5 - Drugs + Tobacco + Alcohol		understanding of the consequences of their behaviour and actions
Summer 1	<p>Personal Finance</p> <p>Trade Union Lesson, UK Tax System Explained, Mobile Banking, Building Societies and Money, P45 + P60 Types of Employment, Different Types of Debt, Multiple Income Sources + State Benefit System, Understanding Insurance</p>	<ul style="list-style-type: none"> <li>history of trade unions in the UK</li> <li>risk and reward</li> <li>industrial action</li> <li>range of taxes that exist in the UK and the purpose of paying taxes</li> <li>income tax</li> <li>types of bank account</li> <li>range of mobile banking</li> <li>different types of employment available purpose of a P45, P60 and other</li> </ul>	Week 1- Tax	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Income Tax, National Insurance, VAT, Personal allowance, Council Tax, National Minimum wage</p>	<ul style="list-style-type: none"> <li>To understand the range of taxes that exist in the UK and the purpose of paying taxes</li> <li>To be able to work out the income tax paid on a range of different salaries</li> <li>To know whether the UK's progressive tax system is fair</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>I can explain the range of taxes that exist in the UK</li> <li>I can outline what my personal tax allowance is</li> <li>I can calculate income tax</li> </ul>		4. Linking Curriculum Learning to Careers		

		<p>paperwork related to employment</p> <ul style="list-style-type: none"> <li>• impact getting into debt can have on myself and my family</li> <li>• universal credit is and other state benefits</li> <li>• difference between insurance and assurance</li> <li>• types of insurance and understand the process of taking out insurance</li> <li>• differences sources of financial advice that is available</li> </ul>	Week 2- Banks	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Mobile banking, Saving, interest, bank branch, AER, Overdraft, credit card, monetary value, hyper inflation</p>	<p>To understand the different types of bank account</p> <p>To understand the range of mobile banking only services</p> <p>I understand the range and purpose of different types of bank accounts</p>	Leadership	<p>I Can explain the various characteristics of money</p> <p>I can evaluate different banking options for mobile and traditional banking</p>			4. Linking Curriculum Learning to Careers	
			Week 3- Employment	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Tax, P45, P60, National Minimum Wage, Gross, Net, Deductions, National Insurance, self employed</p>	<ul style="list-style-type: none"> <li>• To understand the different types of employment available</li> <li>• To understand the different things that motivate people to work</li> <li>• To understand the purpose of a P45, P60 and other paperwork related to employment</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>• I can explain the different types of employment that exists I know the difference between a P45 and a P60</li> <li>• I can explain what will motivate me to work and in my future career choices</li> </ul>			4. Linking Curriculum Learning to Careers	acceptance of and engagement with the fundamental British values
			Week 4- Debt	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Debt, Interest, Crisis Loan, Repayments, Interest, Loan Sharks, overdraft</p>	<ul style="list-style-type: none"> <li>• I understand the impact getting into debt can have on myself and my family</li> <li>• I can identify priority and no-priority debts</li> <li>• I know how to access reliable advice on debt counselling</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>• To can explain the range of credit options available to adults</li> <li>• To can evaluate the seriousness of debt and how to overcome it</li> <li>• To can explain the difference between priority debts and non-priority debts</li> </ul>			4. Linking Curriculum Learning to Careers	

			Week 5- Income sources	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u>          Universal Credit, Tax, Income, Expenditure, Tax Credits, Income support, Savings, Pension</p>	<ul style="list-style-type: none"> <li>To understand the importance of multiple sources of income</li> <li>To understand how the government raises and spends money</li> <li>To know what universal credit is and other state benefits available in the UK</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>I can explain how state intervention helped employers and employees during Lock down</li> <li>I can explain a range of UK state benefits including universal credit I understand the benefit of having multiple income sources</li> </ul>			4. Linking Curriculum Learning to Careers	
			Week 6- Trade unions	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u>          Collective bargaining, industrial action, Trade Union, Branches, Unison, Picketing</p>	<ul style="list-style-type: none"> <li>To understand the history of trade unions in the UK</li> <li>I know what we mean by the terms risk and reward</li> <li>To evaluate if industrial action achieves its aims more often than not</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>I can explain where Trade Unions originate from</li> <li>I can explain the benefits of Trade Union membership</li> <li>I am able to evaluate a business's inclusion, diversity and equality policy</li> </ul>			4. Linking Curriculum Learning to Careers	acceptance of and engagement with the fundamental British values
Summer 2	Careers Writing a Personal Statement, CV Writing FC - Post 16 Options, Planning For the future Personal Branding, Making Applications Interview Preparation		Week 1- Planning for the future	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u>          A levels, PHD, foundation, Degree, PGCE, Vocational Qualifications, Traineeships, Apprenticeships</p>	<ul style="list-style-type: none"> <li>To define my own skills, qualities an interests</li> <li>To be able to make plans and decisions about post 16 education</li> <li>To evaluate what support I need and be able to set Targets and goals to achieve</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>I am able to explain my own skills and qualities</li> <li>I am able to create a plan of action of what I want to do post 16</li> <li>I can explain the importance of having goals and what should be taken into account when making tough decisions</li> </ul>			4. Linking Curriculum Learning to Careers	

			Week 2- Personal branding	<p><u>Prior Knowledge</u></p> <p>To understand what personal branding is</p> <p>To understand why and how to build a personal brand</p> <p>To understand my core key values that drive me and define me</p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Branding, CV, Personal Statement, Presence, Impressions, Attitude</p>	Leadership	<p>I can explain what personal branding is</p> <p>I am able to list my key core values that define me</p> <p>I can demonstrate how to build my personal brand and the importance of this</p>			4. Linking Curriculum Learning to Careers	
			Week 3- personal Statement	<p><u>Prior Knowledge</u></p> <p>Where secured</p> <p><u>Prior Acquisition &amp; Key Terms</u> Personal Statement, CV, Skills, Qualities, University, Achievements, applications</p>	<ul style="list-style-type: none"> <li>To understand what a personal statement is</li> <li>To explore when a personal statement may be needed</li> <li>To be confident in writing a personal statement that reflects your abilities and ambitions</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>I know why a Personal Statement is important</li> <li>I am able to write my own Personal Statement</li> <li>I understand when a Personal Statement may be required</li> </ul>		4. Linking Curriculum Learning to Careers	willingness to reflect on their experiences.
			Week 4- CV writing	<p><u>Prior Knowledge</u></p> <p>Where secured</p> <p><u>Prior Acquisition &amp; Key Terms</u> Qualifications, Interests, hobbies, referees &amp; work experience</p>	<ul style="list-style-type: none"> <li>To understand the purpose of a CV</li> <li>To understand how to create a clear and concise CV</li> </ul>	Leadership	<ul style="list-style-type: none"> <li>I can explain why a CV is important</li> <li>I am confident in creating my own CV</li> <li>I can demonstrate how to layout a CV and what I should avoid in order to make it look professional</li> </ul>		4. Linking Curriculum Learning to Careers	willingness to reflect on their experiences.

			Week 5- Applications	<p><u>Prior Knowledge</u></p> <p>To understand the application process</p> <p>To know skills needed for a successful application process</p> <p><u>Where secured</u></p> <p>To understand the different component parts of an application form</p> <p><u>Prior Acquisition &amp; Key Terms</u> Equal Opportunities, Shortlisting, references, Punctuation, CV</p>	Leadership	<p>I can explain a stereotypical application process</p> <p>I can identify the skills needed to be successful in an application</p>			4. Linking Curriculum Learning to Careers	willingness to reflect on their experiences.
			Week 6- Interview process	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Etiquette, Body Language Performance Management Career Progression</p>	Leadership	<ul style="list-style-type: none"> <li>I understand how to prepare fully during an interview</li> <li>I understand the do's and don'ts during an interview</li> <li>To practice a mock interview</li> </ul>	<ul style="list-style-type: none"> <li>I understand how to prepare fully during an interview</li> <li>I understand the common questions an interviewer may ask</li> <li>I would perform well in an interview for something I really wanted</li> </ul>		4. Linking Curriculum Learning to Careers	willingness to reflect on their experiences.



# YEAR 13 — MEDIUM-TERM OVERVIEW

								RSE	Gatsby	SMSC
Autumn 1	Body image, mental health, healthy lifestyle, stress	<ul style="list-style-type: none"> <li>the impact of social media on body image</li> <li>concept of appearance ideals and where pressure to achieve them comes from</li> <li>nature nurture debate regarding Mental Health causes</li> <li>common symptoms of some mental health illnesses</li> <li>healthy lifestyle choices</li> <li>physical health and wellbeing coping strategies for mental health</li> <li>common sources of stress</li> <li>strategies to manage social media wellness</li> <li>importance of exercise in maintaining a healthy lifestyle</li> <li>unhealthy lifestyle choices</li> </ul>	Week 1- Mental Health causes	<p><u>Prior Knowledge</u></p> <p>Where secured</p> <p><u>Prior Acquisition &amp; Key Terms</u> Genes, Environment, Psychological, DNA, Epigenetics, Nature, Nurture, socialisation</p>	<ul style="list-style-type: none"> <li>To know the nature nurture debate regarding Mental Health causes</li> <li>To know many of the common symptoms of some mental health illnesses</li> </ul>	Initiative, organisation	<ul style="list-style-type: none"> <li>I can explain the Nature Vs. Nurture debate around the causes of some mental illnesses</li> <li>I can describe a variety of common symptom in some mental health illnesses</li> <li>I make healthy lifestyle choices regarding my mental wellbeing</li> <li>To be able to reflect and evaluate your own healthy lifestyle choices</li> </ul>	T1 - Mental wellbeing	N/A	sense of enjoyment and fascination in learning about themselves, others and the world around them
			Week 2- Looking after Health and Wellbeing	<p><u>Prior Knowledge</u></p> <p>Where secured</p> <p><u>Prior Acquisition &amp; Key Terms</u> Balanced Diet, Exercise, Mental Health, Physical Health, Mental Health Act, Vitamins, emotional wellbeing</p>	<ul style="list-style-type: none"> <li>To be able to evaluate how healthy my own lifestyle is</li> <li>To explore what can improve and impeded on physical health and wellbeing</li> <li>To explore coping strategies for mental health and positive emotional wellbeing</li> </ul>	Initiative, organisation	<ul style="list-style-type: none"> <li>I can identify unhealthy lifestyle choices</li> <li>I can explain how mental health links to emotional wellbeing</li> <li>I can identify a range of strategies for managing mental health</li> </ul>	T1 - Mental wellbeing	N/A	sense of enjoyment and fascination in learning about themselves, others and the world around them
			Week 3- Physical Health	<p><u>Prior Knowledge</u></p> <p>Where secured</p> <p><u>Prior Acquisition &amp; Key Terms</u> Physiotherapy, diet, calories, exercise, healthy, sedentary, unhealthy</p>	<p>To know the importance of exercise in maintaining a healthy lifestyle.</p> <p>To explore what happens when you adopt unhealthy lifestyle choices</p> <p>To understand the work and role of a physiotherapist</p>	Initiative, organisation	<p>I demonstrate how to keep physically healthy</p> <p>I can explain the impact unhealthy lifestyle choices have on my body</p> <p>I can explain the role of a physiotherapist</p>	T1 - Mental wellbeing	N/A	sense of enjoyment and fascination in learning about themselves, others and the world around them



Autumn 2		<ul style="list-style-type: none"> <li>New Psychoactive Substances and give examples</li> <li>why NPS drugs are so dangerous to society</li> <li>how to protect yourself from peer pressure to experiment with drugs</li> <li>risks associated with parties and festivals and experimenting with drugs</li> <li>how to stay safe at a festival or a party</li> <li>differences classification of drugs</li> <li>key aspects of the UK's drug policy</li> <li>how drugs are manufactured and trafficked globally</li> <li>how governments can tackle the illicit drugs trade</li> <li>physical and mental impact on Crack Cocaine users</li> <li>support networks</li> <li>Magic Mushroom users</li> <li>whether the UK government needs to do more to protect people from being victims of sexual assault and rape due to GHB</li> </ul>	Week 7- drug classifications	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Class A, Class B, Class C, Supply, Possession, Distribution, Psychoactive Substances, Medicine Act 1986</p>	<p>To consider the differences classification of drugs</p> <p>To know the legal classifications of 36 drugs</p> <p>To understand key aspects of the UK's drug policy</p>	Initiative, organisation, resilience	<p>I can explain the different legal classifications of drugs</p> <p>I can define and identify psychoactive substances</p> <p>I can identify different ways drugs can cause harm to society</p>		T5 - Drugs + Tobacco + Alcohol	N/A	understanding of the consequences of their behaviour and actions
			Week 8- Festivals, Drugs and Nitrous Oxide	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Glastonbury, NPS, Laughing Gas, Euphoria, Nauseas, Disassociation</p>	<ul style="list-style-type: none"> <li>To understand the risks associated with parties and festivals and experimenting with drugs</li> <li>To understand how to stay safe at a festival or a party</li> <li>To know whether drug testing tents at festivals will reduce drug related deaths at festivals</li> </ul>	Initiative, organisation, resilience	<ul style="list-style-type: none"> <li>I can explain the risks associated with attending parties and festivals</li> <li>I can keep myself safe at parties and festivals</li> <li>I can explain the dangerous consequences of experimenting with drugs (NPS) at festivals</li> </ul>		T5 - Drugs + Tobacco + Alcohol	N/A	understanding of the consequences of their behaviour and actions
			Week 9- Cannabis products	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Cannabis, THC, CBD Products, Cannabis Oil, Legality, Class B</p>	<ul style="list-style-type: none"> <li>To understand the different forms and street names given to cannabis</li> <li>To know why some people take cannabis</li> <li>To know whether cannabis should be legalised in the UK</li> </ul>	Initiative, organisation, resilience	<ul style="list-style-type: none"> <li>I understand the different forms cannabis comes in</li> <li>I know the legal status of Cannabis</li> <li>I can evaluate the arguments for and against legalisation of cannabis</li> </ul>		T5 - Drugs + Tobacco + Alcohol	N/A	understanding of the consequences of their behaviour and actions

			Week 10- War on Drugs	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u>          Trafficking, drug mules, Products, end users, manufacturers, Producers, farmers</p>	<ul style="list-style-type: none"> <li>To describe how drugs are manufactured and trafficked globally</li> <li>To explore how different countries are dealing with the drugs trade</li> <li>To evaluate how governments can tackle the illicit drugs trade</li> </ul>	Initiative, organisation, resilience	<ul style="list-style-type: none"> <li>I understand how drugs are trafficked globally</li> <li>I can explain the international war on drugs</li> <li>I can suggest solutions governments could try to reduce the blight of drug trafficking and drug cartels on society</li> </ul>		T5 - Drugs + Tobacco + Alcohol	N/A	understanding of the consequences of their behaviour and actions
			Week 11- New Psychoactive Substances (Old Legal Highs)	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u>          Synthetic Cannabinoids, NPS, United Nations, Synthetic , Chemistry, Replacements, Stimulants, Legal Highs, Designer drugs</p>	<ul style="list-style-type: none"> <li>To define the term New Psychoactive Substances and give examples</li> <li>To explore why NPS drugs are so dangerous to society</li> <li>To understand how to protect yourself from peer pressure to experiment with NPS drugs</li> </ul>	Initiative, organisation, resilience	<ul style="list-style-type: none"> <li>I can define a new psychoactive substance and give an example</li> <li>I can explain the dangers associated with NPS drugs</li> <li>I know how to handle potential peer pressure to experiment with drugs</li> </ul>		T5 - Drugs + Tobacco + Alcohol	N/A	understanding of the consequences of their behaviour and actions

			Week 12- Exploring GHB/GBL	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Sexual Assault, LGBT+, Effects, GHB, GBL, Chemsex, Rape, Spike, Public Health England, Class C</p>	<ul style="list-style-type: none"> <li>To learn more about GHB and the impact this drug has on society</li> <li>To explore why GHB is the drug of choice for those committing sexual assaults</li> <li>To evaluate whether the UK government needs to do more to protect people from being victims of sexual assault and rape due to GHB</li> </ul>	Initiative, organisation, resilience	<ul style="list-style-type: none"> <li>I understand the risks associated with taking GHB and GBL</li> <li>I can explain the negative impact GHB drug has on its victim when used to spike a drink</li> <li>I know where to source reliable and credible drugs information from</li> </ul>		T5 - Drugs + Tobacco + Alcohol	N/A	understanding of the consequences of their behaviour and actions
Spring 1	Relationships and Sex Education Fertility - what impacts it, Alcohol, Parties and Bad Choices, Importance of Sexual Health, Revisiting, Contraception, Porn and its impact on Society, Respect Love and Relationships, Revisiting STI's, Menstrual Charting	Fertility - what impacts it Alcohol, Parties and Bad Choices Importance of Sexual Health Revisiting Contraception Porn and its impact on Society Respect Love and Relationships Revisiting STI's Menstrual Charting	Week 13- Pornography	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Pornography, Culture, Sex, Illegal, Legal, Society, Revenge Porn,</p>	<ul style="list-style-type: none"> <li>Understand the differences and similarities between sex in real relationships and that which is featured in pornography</li> <li>To know how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self</li> </ul>	Self-awareness	<ul style="list-style-type: none"> <li>I can explain why porn negatively influences people's behaviours in society</li> <li>I can identify a wide range of issues that are underrepresented in porn</li> <li>I can explain what revenge porn is and the law surrounding it</li> </ul>		T5 - Intimate Relations & Sexual Health T6 -Health & Prevention		ability to recognise the difference between right and wrong

			<p>Week 14- Fertility</p> <p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> IVF, Gut Flora, Fertility, Insemination, Fertilisation, artificial Insemination, Sperm Bank, Surrogate</p>	<ul style="list-style-type: none"> <li>To define and describe the human fertilisation process at a cellular level</li> <li>To know what makes women and men fertile and understand ways to improve fertility</li> <li>To understand the various ways women can become pregnant including IVF Treatment</li> </ul>	Self-awareness	<ul style="list-style-type: none"> <li>I can explain what impacts fertility for men and women</li> <li>I can explain lifestyle changes that improve fertility</li> <li>I can explain the process of IVF Treatment</li> </ul>		T5 - Intimate Relations & Sexual Health		
			<p>Week 15- Alcohol, Parties and Bad Choices</p> <p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Sexual Health, Anti-Social Behaviour, Drug Abuse, Binge Drinking, Units, Drink spiking, GHB, GBL</p>	<ul style="list-style-type: none"> <li>To describe the risks associated with house parties and alcohol</li> <li>To explore alcohol abuse and drink spiking and the risks associated with both</li> <li>To evaluate what and who impacts our decisions about our own health and the choices we make</li> </ul>	Self-awareness	<ul style="list-style-type: none"> <li>I know the risks associated with house parties</li> <li>I can explain how drinking alcohol impacts sensible decision making</li> <li>I always try to take positive decisions in relation to my own health and safety</li> </ul>		T5 - Intimate Relations & Sexual Health T6 -Health & Prevention		ability to recognise the difference between right and wrong



			<p>Week 16- Importance of Sexual Health</p>	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Sexual Health, STI, Contraception, Sexual Health, Pregnancy</p>	<ul style="list-style-type: none"> <li>To increase awareness of the importance of a young person's sexual health</li> <li>To know common myths about pregnancy and fertility</li> <li>To know where to access further support, guidance and advice about sexual health</li> </ul>	Self-awareness	<ul style="list-style-type: none"> <li>I can define sexual health and reflect on my own</li> <li>I can explain the negative consequences of neglecting my sexual health</li> <li>I can identify a range of things that will and will not protect against pregnancy</li> </ul>		T5 - Intimate Relations & Sexual Health		
			<p>Week 17- Revisiting Contraception</p>	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> IUD, Diaphragm, Patch, Injection, Contraception Ring, Abstinence, Condom, Pill, Femidom, Thrush, Douche</p>	<ul style="list-style-type: none"> <li>To understand how a variety of different forms of contraception work</li> <li>To know which types of contraception would be best used by different types of people</li> <li>To know which forms of contraception protect against pregnancy, STI's or both</li> </ul>	Self-awareness	<ul style="list-style-type: none"> <li>I can explain the difference between Barrier and LARC methods of contraception</li> <li>I can explain the symptoms of thrush in men and women</li> <li>I can describe in detail the importance of contraception and can evaluate the effectiveness of different methods</li> </ul>		T5 - Intimate Relations & Sexual Health		

			Week 18- Revisiting STI's	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Bacterial, Virus, Parasitic, STI, HIV, HPV, Promiscuous, Infection, G.U.M Clinic, Sexual health</p>	<ul style="list-style-type: none"> <li>To understand the way STI's spread and the groups at higher risk</li> <li>To increase awareness of the process of a young person's sexual health consultation at a clinic.</li> <li>To understand the differences between viral STI's and bacterial STI's</li> </ul>	Self-awareness	<ul style="list-style-type: none"> <li>I understand what happens at a sexual health clinic</li> <li>I can explain some differences between bacterial STI's and viral STI's</li> <li>I understand the risk of catching an STI with regard to various activities couples might engage in</li> </ul>		T5 - Intimate Relations & Sexual Health T6 -Health & Prevention		
Spring 2	Finance Inflation, Money and Careers Value for Money & Making More Going Abroad & Understanding Foreign Currency Managing a Household Budget Payment Methods Used in the UK Borrowing Money and the Risks (Debt) Foreign Exchange Rates		Week 19- Payment Methods Used in the UK	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u></p>						4. Linking Curriculum Learning to Careers	
			Week 20- Managing a Household Budget	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Gross Pay, Net Pay, Annual Salary, Income, Expenditure, Debt</p>	To explore how to calculate from an annual salary Gross Pay and Net Pay. To understand how an average house hold budget might look like To explore how the life choices we make can impact our financial situation		I can define Gross Pay and Net Pay I know the main monthly bills that need paying when running a house I understand the importance of budgeting			4. Linking Curriculum Learning to Careers	

			Week 21 - Borrowing Money and the Risks (Debt)	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Debt, Variable interest, Fixed interest, Loan Shark, Payday Loans, APR, Income, Expenditure, Savings</p>	To understand that planned and unplanned borrowing are different types of debt and that I have responsibility to check credit/debt arrangements I may enter into. To understand the benefits and risks of borrowing money. Will be able to work out the cost of different personal loans based on fixed rates on interest		I understand the difference between income and expenditure I can evaluate the value for money on different loans by comparing APR rates I can explain the dangers of loan sharks and Pay day Loan companies			4. Linking Curriculum Learning to Careers	
Summer 1			Week 22- Value for Money & Making More	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Discount, budget, financial management, risk, reward, investments , Shares</p>	I understand the importance of getting value for money What do we mean by the terms risk and reward How to evaluate whether the risk involved is worth the reward.		I understand the risks involved with making money I can evaluate id the reward is worth the risk involved and make good financial decisions I understand how to get value for money when shopping			4. Linking Curriculum Learning to Careers	
			Week 23- Going Abroad & Understanding Foreign Currency	<p><u>Prior Knowledge</u></p> <p><u>Where secured</u></p> <p><u>Prior Acquisition &amp; Key Terms</u> Currency, Foreign Exchange Rates, Bureau du change, Travellers' cheques, Pre-paid cards, ATM's</p>	I can identify major world currencies I can evaluate the different methods that can be used to pay for things abroad I know how to get the best value travel cards		I can name different currencies used throughout the world I understand what is meant by the term travelers cheque I know how to get the best value from travel cards			4. Linking Curriculum Learning to Careers	

			<p><i>Prior Knowledge</i></p> <p><u>Where secured</u></p> <p><i>Prior Acquisition &amp; Key Terms</i>  Currency, Foreign Exchange Rates, Bureau du change, Travellers' cheques, Pre-paid cards, ATM's</p>	<p>I Understand how foreign exchange markets make money I understand the importance of shopping around for the best exchange rates I can work out foreign exchange calculations</p>		<p>I can explain how foreign exchange markets make money I understand what to access the best value exchange rates on the market I can work out foreign exchange calculations</p>				<p>4. Linking Curriculum Learning to Careers</p>	