

**Students in key stage 2 (KS2) in the UK should have covered a range of topics in PSHE education, including:**

**Health and wellbeing**

**This includes:**

- Food choices and exercise
- Drugs and alcohol
- Healthy sleep behaviour
- First aid and emergency life-saving skills
- Mental health
- Puberty

**Relationships and sex education**

**This includes:**

- Safe, healthy relationships
- Understanding consent
- Negotiating life online

**Personal safety**

**This includes:**

- Staying safe online and offline
- Assessing and managing risk

**Other topics**

**This includes:**

- Bullying and discrimination
- Media and digital literacy
- Money and careers
- Community and responsibility
- British Values
- Substances
- Study skills
- Current affairs

**Further details and information can be found on the PHSE association.**

[https://fs.hubspotusercontent00.net/hubfs/20248256/Programme%20of%20Study/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20\(Key%20stages%201%E2%80%933\)%2c%20Jan%202020.pdf?hsCtaTracking=d718fa8f-77a8-445b-a64e-bb10ca9a52d8%7C90ef65f6-90ab-4e84-af7b-92884c142b27](https://fs.hubspotusercontent00.net/hubfs/20248256/Programme%20of%20Study/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20(Key%20stages%201%E2%80%933)%2c%20Jan%202020.pdf?hsCtaTracking=d718fa8f-77a8-445b-a64e-bb10ca9a52d8%7C90ef65f6-90ab-4e84-af7b-92884c142b27)

	Year 7		Year 8		Year 9
<b>Enrichment</b>	<b>LGBTQIA+ education-</b> Rainbow HQ <b>CPR-</b> Cumbria fire service.	<b>Enrichment</b>		<b>Enrichment</b>	<b>Drug and alcohol project-</b> Connex education academy <b>Sellafield sustainability project-</b> Centre for leadership performance.
	<b>Autumn half term-1</b>		<b>Autumn half term-1</b>		<b>Autumn half term- 1</b>
<b>Careers</b>	Students revisit Unifrog and update their interest quizzes and profiles, continuing to explore career avenues that are of interest to them. There is directed focus on navigating around Unifrog to ensure students are competent in exploring the database.	<b>Careers</b>	Students revisit Unifrog and update their interest quizzes and profiles, continuing to explore career avenues that are of interest to them. There is directed focus on navigating around Unifrog to ensure students are competent in exploring the database.	<b>Careers</b>	Students revisit Unifrog and update their interest quizzes and profiles, continuing to explore career avenues that are of interest to them. There is directed focus on navigating around Unifrog to ensure students are competent in exploring the database and are capable of exploring careers in the wider world.
<b>Transition and safety</b>	<p>Transition and safety</p> <ul style="list-style-type: none"> <li>• <b>Starting a new school</b> – identify what is meant by the word change and evaluate ways in which change can help us thrive. Ensure students understand expectations in secondary school and where to get help and support.</li> <li>• <b>Making new friends</b> – How to make and maintain positive relationships with others. Identify differences between healthy and unhealthy friendships.</li> <li>• <b>Consent and boundaries-</b> Identify what is meant by the word consent. Understand what boundaries are and how we respect them.</li> <li>• <b>Online safety-</b> identify different apps and how the internet can be used in a positive way.</li> <li>• <b>Online safety-</b> assess the dangers of the internet and how to avoid them. By the end of the 2 lesson students will be able to identify a range of ways to stay safe online.</li> <li>• <b>Sun and water safety-</b> Identify ways in which we can be safe in the sun and water. Understand what to do in cases of emergency.</li> <li>• <b>What is revision?</b> Demystifying revision. What is revision? What is retrieval? Self-quizzing, brain dumps</li> </ul>	<b>Relationships and safety.</b>	<p>Sex relationships and conflict</p> <ul style="list-style-type: none"> <li>• <b>Consent-</b> identify cases where consent has or has not been given. Explain how you know if consent has been awarded in particular situations.</li> <li>• <b>STI's.</b> identify the most common STIs and ways of preventing them. Describe the symptoms of the most common STIs and how we can protect ourselves from getting them. understand why protection is important.</li> <li>• <b>Contraception-</b> understand the ways we can protect ourselves from unsafe sex. Explain the pros and cons of different forms of contraception. Identify the difference between natural and artificial forms of contraception. Analyse the incorrect myths about sex.</li> <li>• <b>Pornography-</b> understand and identify the dangers of this and why it can be harmful. Describe the structural changes in the brain which can happen from continuous viewing of pornography. Explain how unrealistic beliefs about sex can ruin healthy sex lives.</li> </ul>	<b>Healthy relationships with ourselves and others</b>	<p>Healthy relationships with our selves and others</p> <ul style="list-style-type: none"> <li>• <b>Peer pressure.</b> Students will be able to define the term peer pressure and explore strategies to resist peer pressure. Students will be able to explain the difference between herd mentality, herd behaviour and peer pressure.</li> <li>• <b>Eating disorders.</b> Students will be able to identify different eating disorders and their symptoms. Students will explore the ways we can retain good mental health and explain how we can prevent eating disorders.</li> <li>• <b>Body image.</b> Students will be able to identify which body image issues effect males and females. Students will also be able to explain how the media effects how we see our bodies and how media images are often unattainable.</li> <li>• <b>Child sexual exploitation.</b> Students will be able to describe the term exploitation and recognise the signs of when someone is being exploited. Students will also be able to explain how abusers use manipulation techniques to target vulnerable people.</li> <li>• <b>Abusive relationships.</b> Students will be able to identify the signs of an abusive</li> </ul>

	and flashcards. This will help students identify how to successfully prepare for assessments.		<ul style="list-style-type: none"> <li>• <b>Sexting and image sharing danger</b>- identify the dangers of this and whether or not it is a criminal offence. Explain the long- and short-term consequences of sexting. Analyse why the age of consent differs from sexting.</li> <li>• <b>Male body image</b>- correctly identify the concerns that males have about their body and describe the reasons for these concerns. Explain the difference between male and female concerns. Explore whether eating disorders have significant effect on males as well as females.</li> <li>• <b>Domestic conflict</b>- what are the risks of living on the streets? Identify places where you can seek help for domestic conflict. Describe solutions or starting points for case studies linked to domestic conflict. Evaluate the risks of running away from home.</li> </ul>		<p>relationship. Students will explore why some people stay in an abusive relationship and explain where a person can receive help if they are in an abusive relationship.</p> <ul style="list-style-type: none"> <li>• <b>British community, religion, and culture.</b> Students will explore religion and British values and make links between the two. Students will also be able to identify issues people may face trying to be both loyal to their faith and British values.</li> <li>• <b>British values identity.</b> Students will explore their own identity and heritage and consider the contributes of our cultures in helping Britain today. Students will also consider how a person can have multiple personal identities.</li> <li>• <b>LGBTQAI.</b> Students will be able to identify the different LGBTQAI identities and explore the difference between these identities. Students will also be able to explain the problems of gender and stereotyping.</li> </ul>
<b>Tier 2/ Tier 3 vocabulary</b>	Consent Safety Healthy relationship Transition Social media Private Change Peer pressure	<b>Tier 2/ tier 3 vocabulary</b>	Consent, non- consensual sex, sexual transmitted infections, contraceptives, pornography, sexting, body image, anorexia, eating disorders, domestic conflict.	<b>Tier 2/ tier 3 vocabulary</b>	Mental health, Body image, Child sexual exploitation, Abusive relationship, peer pressure, British values, LGBTQAI+.
<b>Cross curricular links</b>		<b>Cross curricular links</b>	Biology.	<b>Cross curricular links</b>	Science RE British value
<b>Career opportunities</b> <b>Employment Links</b>	Careers in safety, police, fire service and more.	<b>Career opportunities and employment links</b>	Nurse Doctor Councillor Social worker	<b>Career opportunities and employment links</b>	<ul style="list-style-type: none"> <li>• Police officer</li> <li>• Councillor</li> <li>• Social worker</li> <li>• Youth crime officer.</li> </ul>
	<b>Autumn- half term-2</b>		<b>Autumn- half term 2</b>		<b>Autumn- half term 2</b>

<p><b>Living in the wider world</b></p>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• <b>Aspirations-</b> consider how to reach their full potential, and moving out of your comfort zone. They consider how to be resilient.</li> <li>• <b>Self-esteem-</b> why is this important? Consider how to motivate high self-esteem, consider individual self-esteem and what outside influences may affect your self-esteem.</li> <li>• <b>Wants and needs-</b> what are the differences between what we want and need in life, identify wants and needs applying Maslow's higher hierarchy of needs</li> <li>• <b>Prejudice and discrimination-</b> identify why stereotypes are wrong. Describe and understand traits and characteristics and how individuals may differ. Explain and understand why stereotypes and racism is not tolerated in day to day life.</li> <li>• <b>Introduction to being ethical-</b> ethical consumers. Identify reasons why ethical financial decisions needs to be made. Understand the conditions of a sweat shop worker. Explain the meaning of social cooperate responsibility.</li> </ul>	<p><b>Discrimination, prejudice and challenges.</b></p>	<ul style="list-style-type: none"> <li>• <b>Stereotypes and prejudice.</b> Students will be able to explain what the Equality Act 2010 is and how it helps disabled people. Students will also explain how the media can influence public views about disabled people and why disabled people feel discriminated against.</li> <li>• <b>Homophobia-</b> LGBT discriminations around the world. Students will be able to correctly identify countries where more needs to be done to improve LGBT+ rights. Students will also explore what is currently being done by activists and organisations and the progress they have made.</li> <li>• <b>Discrimination and stereotypes- Teenagers.</b> Students will understand how young people are portrayed in the media and how this influences how society views teenagers. Students will also be able to explain why some people have a negative view on teenagers and how this opinion effects young people.</li> <li>• <b>Groomers.</b> Students will understand the term grooming and the signs for being groomed online. Students will also explore why groomers target vulnerable students and how they can take steps to protect themselves.</li> <li>• <b>Environmental issues.</b> Students will explore a range of environmental issues and how we can prevent the world from further damage. Students will also be able to explain why some people ignore environment issues and consider if we all have a responsibility to protect the environment.</li> </ul>	<p><b>Careers and enterprise</b></p>	<p>Preparing for the wider world.</p> <ul style="list-style-type: none"> <li>• <b>Taking control of my future.</b> Students will identify personal goals and create a personal development plan to help them towards achieving these.</li> <li>• <b>Work skills and the work environment.</b> Students will be able to identify enterprise skills needed in the workplace and explore how these skills can be used in different work settings. Students will also consider how they can develop their enterprise skills.</li> <li>• What exactly is enterprise and what are enterprising skills and qualities and explore how these skills can be used in different work settings. Students will also be able to explain why certain skills are useful in certain workplaces and how they can develop these skills.</li> <li>• <b>Enterprise and workplace skills and characteristics.</b> Students will use prior learning and apply knowledge to case studies to identify which enterprise skills are needed for certain jobs. Students will also identify if they have used enterprise skills previously and how they will use them in the future.</li> </ul> <ul style="list-style-type: none"> <li>• Students will revisit previous techniques trialled and explored throughout year 7 and 8.</li> <li>• Writing process: planning-drafting-editing- redrafting</li> <li>• Effective study habits: interrogative elaboration</li> <li>• Effective study habits: dual coding (mapping/drawing and graphic organisers)</li> </ul>
<p><b>Tier 2/ tier 3 vocabulary</b></p>	<p>Aspirations, potential, self-esteem, resilience, prejudice and discrimination, racism, stereotypes, traits, characteristics, moral, ethical, consumer, fair trade.</p>	<p><b>Tier 2/ tier 3 vocabulary</b></p>	<p>Disability, prejudice, homophobia, criminalisation, decriminalisation, portrayed, groomer, environment, Climate change, greenhouse gases</p>	<p><b>Tier 2/ tier 3 vocabulary</b></p>	<p>Self, personal development, enterprise, skills, work skills, enterprising person.</p>

<b>Cross curricular links</b>	RE- ethical consumers. Geography- ethical consumers and sweat shops. Maths- finances	<b>Cross curricular links</b>	Geography Science	<b>Cross curricular links</b>	Maths
<b>Career opportunities</b> <b>Employment Links</b>	Ethical consumers. HR managers- prejudice and discrimination. Consider their role in the workplace. Finance- business	<b>Career opportunities employment links</b>	Social worker Human rights officer Government Politician.	<b>Career opportunities and employment links</b>	Employment advisor Life coach Entrepreneur
	<b>Spring 1</b>		<b>Spring half term 1</b>		<b>Spring half term 1</b>
Living in the wider world 2	<p><b>Living in the wider world (two)</b></p> <ul style="list-style-type: none"> <li>• <b>Budgeting</b>- identify information about income and expenditure. How to do process and spend money. Explain where sensible cuts can be made to help manage money effectively.</li> <li>• <b>Formulate money</b>- apply maths knowledge and skills to managing money effectively.</li> <li>• <b>Creating personal budgeting plans</b> (2 weeks needed and computers required) <ol style="list-style-type: none"> <li>1. Identify key terms on expenditure- mortgage, food, shopping, bills. Create a spreadsheet to understand how to manage money.</li> <li>2. Design a manageable budget plan- to ensure you can a. pay bills effectively and b. have money for social needs.</li> </ol> </li> <li>• <b>Understand what savings, loans and interest rates are.</b> Identify the best savings accounts and risky loans, describe the dangers of personal loans. Understand why interest rates must be considered when choosing financial products.</li> <li>• <b>What are financial products?</b> Identify which financial products may be considered appropriate. Describe what financial products are designed to do and consider if there are any benefits. Explain and understand why some may be unsuitable. What are the different kinds of financial transactions?</li> </ul>	<b>Careers and finance</b>	Careers and Finance <ul style="list-style-type: none"> <li>• <b>Income and expenditure.</b> Students will understand situations where a person is likely to be refused credit and describe possible ways to avoid debt. Students will also be able to understand what is meant by interest free credit.</li> <li>• <b>Tax and National insurance.</b> Students will be able to use a pay slip to calculate tax and national insurance. Students will explore the reasons we pay national insurance and tax and explain if they think the UK's tax system is fair.</li> <li>• <b>Public money funding the UK.</b> Students will be able to correctly identify public and private sector institutions and how they are funded. Students will explore the how public money is divided into funding for essential services and how decisions are made about the allocation of funding. Students will also explain how budgets are managed to make provisions for welfare, health, the elderly and education.</li> <li>• <b>Budgeting and saving</b>- Students will understand why budgets are important and identify situations where a person spending over budget and where they could be saving. Students will explore how to manage money</li> </ul>	<b>Achieving with good mental health.</b>	Achieving with good mental health. <ul style="list-style-type: none"> <li>• <b>Behaving to achieve</b>- Why do we have rules in the classroom. Students will be able to identify poor decisions and state what they want from school and why there is a need for rules in the classroom. Students will also explore reasons why positive behaviour in the classroom links to future aspirations and why they should invest now in their future selves.</li> <li>• <b>Human rights, access to education.</b> Students will identify factors that can restrict people going to school and explore why everyone has the right to education.</li> <li>• <b>Interpersonal skills</b>- students will be able to identify different interpersonal skills and explore different ways to improve their interpersonal skills. Students will also be able to explain why it is important to challenge assumptions about themselves and others.</li> <li>• <b>Discrimination and the Equality Act 2010.</b> Students will be able to identify different types of workplace discrimination and explain why we need the Equality Act 2010. Students will also explore problems that occurred before the Act was brought into place.</li> <li>• <b>Growth mindset.</b> Students will be able to define growth mind set and explain why growth mind set can help us succeed and develop our skills and qualities.</li> </ul>

	Identify the correct orders on how to make the most common transactions. Be aware of what we need to consider when making common transactions. Explain why we need to be careful at set points within transactions.		effectively and create their own budgets. <ul style="list-style-type: none"> <li>• <b>Career skills-</b> entrepreneurs. Students will be able to understand what makes a person an entrepreneur. Students will be able to explain what skills are needed to be an entrepreneur and explain what obstacles that business people face to become successful.</li> <li>• <b>Teamwork-</b> Students will understand the benefits and challenges of working as part of a team. Students will be able to explain why teamwork is a valuable life skill focusing on employment. Students will also analyse why some people find it hard to work as a team.</li> <li>• <b>Communication skills-</b> Students will be able to understand and demonstrate communication skills and explain why particular communication skills are important. Students will also explore the long- and short-term benefits for mastering communication skills.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Coping with stress.</b> Students will be able to identify the symptoms of stress and explore ways we can retain good mental health and how we can deal positively with stress.</li> <li>• <b>Managing anxiety.</b> Students will be able to identify the physical and mental symptoms of anxiety. Students will also explore methods to positively deal with anxiety and explain the difference between stress, anxiety, and depression.</li> <li>• <b>Selfie safety.</b> Students will consider the dangers of posting selfies online and describe the long- and short-term consequences of sharing these images online. Students will also explore how companies can use our images through implicit consent and the impacts selfie culture can have on body image.</li> </ul>
<b>Key Words</b>	Rent, mortgage, expenditure, income, budgeting, credit cards, interest rates, loans, savings, bank accounts, debit card, current account, online shopping, ISA, cheque, transactions.	<b>Key Words</b>	Credit, Debit, income tax, national insurance, public sector, private sector, overdraft, current account, entrepreneur, enterprising, teamwork, employability.	<b>Key Words</b>	Investment, self-management, HIV, Aids, right to education, interpersonal skills, prejudice discrimination, growth mind set, mental health, stress, anxiety, consent, and self-expression.
<b>Cross curricular links</b>	Business Maths	<b>Cross curricular links</b>	Maths	<b>Cross curricular links</b>	Science Health and social care
<b>Career opportunities</b> <b>Employment Links</b>	Bank manager Financial adviser Accountancy	<b>career opportunities</b> <b>employment links</b>	Accountant Financial advisor Employment officer Life coach.	<b>Career opportunities</b> <b>Employment Links</b>	Councillor Lawyer Human rights and ethical advisors
	<b>Spring half term 2</b>		<b>Spring half term 2</b>		<b>Spring half term 2</b>
<b>Relationships, identity and safety.</b>	Relationships, identify and safety <ul style="list-style-type: none"> <li>• <b>Maintaining genuine friendships</b> and avoiding toxic friendships. Students will identify ways to develop genuine</li> </ul>	<b>My Goals, behaviour and emotions</b>	My Goals, behaviour, and emotions <ul style="list-style-type: none"> <li>• <b>Self-confidence and goals.</b> Students will understand different</li> </ul>	<b>Finance and careers</b>	Preparing for the wider world- Finance and careers.

	<p>friendships. Describe how it can be difficult to always be a good friend. Explain the difference between a genuine friendship and toxic one.</p> <ul style="list-style-type: none"> <li>• <b>Families and different long-term commitments-</b> identify different types of families. Describe how families have changed and developed since the 1950s. Explain why the roles have changed.</li> <li>• <b>Romance, love, new feelings and teen relationships-</b> identify what can be expected as someone becomes romantically attracted or involved with someone. Understand what problems may arise. Understand the terms infatuation and dopamine and explain what they mean.</li> <li>• <b>Bullying or banter-</b> identify the difference between the two and understand the signs. Explain how we can tell when the change takes place. Analyse the difference between banter and bullying.</li> <li>• <b>Online bullying-</b> identify the different types of cyber bullying. Describe why people cyber bully. Analyse why the four-step method to stop cyber bullying is effective.</li> <li>• <b>How can we maintain safe and positive relationships-</b> describe ways of avoiding dangerous relationships? Explain why dangerous people seek out the vulnerable. Analyse how the internet could be made safer.</li> <li>• <b>What does it mean to be a British citizen?</b> Identify our heritage and describe the contributions of our cultures in helping to form Britain today. Explain and explore the above. Carry out research and analyse our cultures and how it forms our ways of life.</li> <li>• <b>Online radicalisation- why is this a problem?</b> Understand and identify the different types of radical groups. Describe how groups may try and radicalise individuals.</li> </ul>		<p>types of confidence boosters and situations where they may be used to help the achieve their goals. Students will also be able to explain how science plays a role in our confidence levels.</p> <ul style="list-style-type: none"> <li>• <b>Personal development and target setting.</b> Students will be able to understand a range of skills and behaviours we can develop. Students will explore how different people develop these skills and explain why they are important.</li> <li>• <b>Managing my behaviour to achieve.</b> Students will identify self-management skills and explore behaviours we can development. Students will also understand how different people develop their skills and behaviours and plan their own development plan.</li> <li>• <b>Self-awareness.</b> Students will understand ways we can work on our sensitivity and self-awareness and explain ways we can improve this. Students will also be able to explain in detail how we can sensitively manage strong emotions and how this can help improve relationships with others.</li> <li>• <b>Mindfulness.</b> Students will understand what is meant by mindfulness and be able to identify ways we can be mindful to help us improve mental health. Students will explore ways to positively manage anxiety, stress through practising mindfulness, and explain the benefits of 'doing nothing.'</li> </ul> <ul style="list-style-type: none"> <li>• Students will recap the techniques and skills shared and explored throughout the last academic year. Creating the best environment for study. Effective study habits: mega cognition. How to take notes</li> </ul>		<ul style="list-style-type: none"> <li>• <b>How can we keep financially savvy and avoid debt?</b> Students will be able to identify how teenagers can avoid debt and stay financially savvy. Students will also be able to define interest and short-term loans and explore ways to poor financially decisions.</li> <li>• <b>How can I successfully manage my money-</b> accounts, savings, loans and financially organisations? Students will. Students will understand the purpose of several types of finically products and institutions and where to find information about current accounts, savings, and loans. Students will also explore which accounts are appropriate for particular purposes.</li> <li>• <b>Consumers and the law- what are my right?</b> Students will be able to identify the outcomes for consumers where their rights have not been upheld. Students will also explore why we have consumer rights and explain the responsibilities sellers must uphold consumer rights.</li> <li>• <b>Employability-</b> applying and preparing for the world of work. Students will explore ways applicants can become more employable and what can be done to improve their changes of gaining employment. Students will also explain why some people are more employable than others.</li> </ul>
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			effectively: Cornell notes; abbreviations. Retrieve-taking; developing notes into sentences/ paragraphs.		
<b>Tier 2/ tier 3 vocabulary</b>	Frenemies, toxic friendship groups, genuine friendships, family, dopamine, infatuation, banter, cyber stalking, harassment, degradation, humiliation, impersonating, cyber bully, domestic abuse, identity, citizen, radicalisation, proper gender, grooming.	<b>Tier 2/ tier 3 vocabulary</b>	Self- confidence, self-management, sensitivity, self-awareness, mental health, mindfulness.	<b>Tier 2/ tier 3 vocabulary</b>	Interest, short term loans, long term loans, credit score, bank, building society, loan company, consumer rights, employment.
<b>Cross curricular links</b>	ICT online safety SMSC- British citizen	<b>Cross curricular links</b>	Biology History	<b>Cross curricular links</b>	Maths
<b>Career opportunities</b> <b>Employment Links</b>		<b>Career opportunities</b> <b>Employment Links</b>	Councillor Mental health nurse Doctor Social worker Teachers.	<b>Career opportunities</b> <b>Employment Links</b>	Accountant Financial advisor Entrepreneur
	<b>Summer half term 1</b>		<b>Summer half term 1</b>		<b>Summer half term 1</b>
<b>Puberty, emotional health and well being</b>	<p>Puberty, emotional, health and well being</p> <ul style="list-style-type: none"> <li>• <b>Understand how to maintain good mental health.</b> Recognise how to identify depression. Explore mental health illnesses and the symptoms of them. Describe ways of maintaining good mental health and understand how this may be applied to their own lifestyle.</li> <li>• <b>Emotional literacy-</b> understand how to control anger. How may anger be managed in a range of settings. Apply knowledge to different scenarios and case studies. Aim to provide advise on how best to react and change decisions made.</li> <li>• <b>Puberty-</b> what can students expect. Explore the normalities and explain why set things happen to the body (male and female) identify the changes that are experienced. Ensure students understand the importance of these changes.</li> <li>• <b>Periods-</b> what do I need to know. How does the menstrual cycle affect women? How can periods be managed? Explore the hygiene</li> </ul>	<b>Health and wellbeing</b>	<p>Looking after our health</p> <ul style="list-style-type: none"> <li>• <b>Personal safety and First aid.</b> Students will be able to understand personal safety and what to do in a range of medical emergencies. Students will also be able to demonstrate first aid skills along with exploring how to minimise the risk to ourselves in dangerous situations.</li> <li>• <b>Vaping, nicotine, and addiction.</b> Students will be able to categorise the different health problems of smoking tobacco and cannabis and describe the problems caused by nicotine. Students will also be able to make links between addiction, nicotine, and dopamine. Explain why the NSH have endorsed vaping as a method to stop smoking and consider if this makes vaping safe.</li> <li>• <b>Cancer awareness.</b> Students will be able to understand how our lifestyles can affect our health</li> </ul>	<b>Preparing for the wider world-safety</b>	<p>Our health and personal safety.</p> <ul style="list-style-type: none"> <li>• <b>Alcohol awareness.</b> Students will explore the negative effects of alcohol and explain how too much alcohol can damage the body. Students will also consider why people continue to drink alcohol despite knowing the risks.</li> <li>• <b>Drugs and the law.</b> Students will be able to identify the legal consequences for supplying and taking call A, B and C drugs in the UK. Students will also consider the issues faced by current UK drug legislation in relation to medical evidence.</li> <li>• <b>Vaccinations, organ and blood donation, stem cell and hygiene (2-part lesson).</b> Students will explore different responsible health choices and explain what may happen to our health if we do not look after our personal hygiene. Students will also explore reasons why some people are opposed to stem cell research and vaccination.</li> <li>• <b>Acid attacks.</b> Students will identify ways to immediately treat an acid attack. Students will also explore the reasons</li> </ul>

	<p>products to help periods and the range of them. Ensure students are aware of how periods can impact our mental health. Consider ways to best manage periods.</p> <ul style="list-style-type: none"> <li>• <b>FGM-</b> what is this and why is it so serious? Identify what to look out for when a victim may seem to experience this. Describe how girls may be encouraged into the process. Evaluate the reasons why this goes unreported. Analyse the link between FGM and patriarchal societies.</li> </ul>		<p>and what can put us at risk of certain types of Cancer. Students will also be able to explain how cancer develops in the body, how it is treated and why it can be hard to treat. Students will also be able to explain how genetic factors can affect our levels of risks and how DNA contributes to the development of cancer.</p> <ul style="list-style-type: none"> <li>• <b>Teenage pregnancy.</b> Students will be able to understand the challenges and positives of being a young parent. Students will also explore the options that young people have who find themselves pregnant and where they can find help. Students will consider why it is financially harder to be a young parent.</li> </ul>		<p>why acid attacks are on the rise and explain why despite this it is difficult to criminalise the sale of acids. Students will also be able to name and define a range of different acids and how acid attacks can have major negative impacts on a person's identity.</p> <ul style="list-style-type: none"> <li>• <b>Self-harm.</b> Students will be able to correctly identify the causes of self-harm and will explore the characteristic of a range of mental health conditions. Students will also be able to explain the different between self-harm and dermatillomania.</li> </ul>
<b>Tier 2/ tier 3 vocabulary</b>	Mental health, depression, anger management, adrenaline, fight or flight, puberty, premenstrual syndrome, period, menstrual cycle, female genital mutilation, patriarchal society.	<b>Tier 2/ tier 3 vocabulary</b>	Vaping, smoking, cancer, genetic predisposition, personal safety, first aid, teen pregnancy and contraception.	<b>Tier 2/ tier 3 vocabulary</b>	Alcohol, schizophrenia, vaccination, organ donation, hygiene, stem cells, Sulphuric acid, vitriol attack, self-harm, dermatillomania.
<b>Cross curricular links</b>	Biology	<b>Cross curricular links</b>	Science	<b>Cross curricular links</b>	Chemistry Biology
<b>Career opportunities</b> <b>Employment Links</b>	<ul style="list-style-type: none"> <li>• Mental health nurse</li> <li>• Councillor</li> <li>• Psychiatrist</li> <li>• Biologist</li> </ul>	<b>Career opportunities</b> <b>Employment Links</b>	Sexual health nurse Nurse Doctor Midwife Macmillan nurse Hospice worker	<b>Career opportunities</b> <b>Employment Links</b>	Police officer Nurse Doctor Biologist Chemist Drug councillor
	<b>Summer half term 2</b>		<b>Summer half term 2</b>		<b>Summer half term 2</b>
	<p>Healthy living and responsible health choices.</p> <ul style="list-style-type: none"> <li>• <b>What do we mean by a healthy lifestyle?</b> Identify what this means. What are the main factors that contribute to living a healthy lifestyle. Describe how lives can be lived in a healthy manner by considering a range of factors. Explain and understand the importance of each</li> </ul>	<b>Relationships with others</b> (Prejudice, values, extremism and cults)	<p>Prejudice, values, extremism and cults.</p> <ul style="list-style-type: none"> <li>• <b>British Values-</b> tolerance. Describe the meaning of xenophobia, extreme nationalism, and racism. Explain why all three are dangerous to a peaceful society. Analyse where they all originate from and why they still cause problems today.</li> </ul>	<b>Rights and responsibilities.</b>	<p>Rights and responsibilities.</p> <ul style="list-style-type: none"> <li>• <b>Who is UNICEF and how do they help around the world?</b> Students will be able to identify situations where UNICEF may provide support to children and use case studies to explore the implications to children if UNICEF did not provide support.</li> </ul>

and how they can be achieved and maintained.

- **Keeping a balanced diet.** Understand the different food groups and their benefits, consider the ideal proportions in your diet. Describe the benefits of each food group. Explain why we must be careful not to over indulge on set food groups. Analyse the consequences of too much fat and sugar.
- **Identify how you know if you are eating healthily.** Work with food labels and aim to recognise the dangers. Understand the nutritional guidance for males, females and children. Design a nutritional breakfast bar.
- **Understand the consequences of not living healthily.** Consider the ways of improving our lifestyles and the long-term gains of this. Describe what we must change in order to have long healthy lives. What are the consequences of not making changes. Explore lifestyle diseases.
- **What is the big deal about energy drinks?** Analyse how energy drinks affect the body. What impact can they have on your behaviour? Evaluate the risks they can bring to short- and long-term health. Explain how consuming too much sugar and caffeine affects dopamine levels. Explore how this can lead to long lasting effects on your attainment.
- **Importance of exercise on a healthy mind and body.** How does it help maintain healthy weight and fitness? Identify the effects of exercise on the heart and its health. Apply scientific terms to a healthy body,
- **Smoking and passive smoking-** identify the effects tobacco and addiction have on the body. Why can passive smoking also be a major issue? Analyse why people continue to smoke even though they are aware of the risks.
- **Drugs-** the dangers and the types. What are the negative effects of

- **Radical groups- identify different religious extremist groups.** Describe what these groups want and their beliefs. Explain why it is important to be critical of radicalisation.
- **Extremism and where it comes from-** consider leadership qualities, identify how these may lead to extremism. Consider extremist groups and whether leaders should be trusted in societies.
- **Leaders and converts-** understand how leaders can attract converts. Explain why some leaders are so successful in gaining new converts and followers. Understand the difference between a religion and a cult. Explain why at times it can be hard to tell the difference.
- **Shari'ah law in the UK-** understand what capital punishment and sharia law is. Explore and explain Islamic views on capital punishment. Evaluate whether they are similar or different to their own personal thoughts.
- **Preventing radicalisation-** identify the most common methods used to radicalise people. Describe what radicalisation of an individual may look like. Explain why certain people are vulnerable to this.
- **Prejudice and discrimination in religion.** Consider situations and work out if they demonstrate religious prejudice. Describe opinions on freedom of speech.
- **How the media influences us.** Identify different media sources and consider how mass media influences people. They use examples of how media may wrongly or rightly influence people.

- **Human rights- trafficking.** Students will be able to define modern slavery and human trafficking. Students will also be able to explain why trafficking happens and how the victims of trafficking are at risk of abuse. Students will also consider why the most vulnerable groups of people are most at risk.
- **Human rights and responsibilities.** Students will explore entitlements and freedom of British citizens. They will consider the links between rights and responsibilities and develop an understanding of where they come from and who they apply to.
- **How and why does the UK help people in other countries.** Students will explore the types of aid the UK provides and how the UK offers support to other countries. Students will also consider if the UK should be spending more or less on foreign aid.
- **What is sustainability and how can we personally live in a more sustainable way.** Students will consider how we can be more sustainable and what problems we currently face with sustainability. Students will also consider why the current situation is not sustainable and why we must start caring for our environment and resources.
- **How does the law deal with young offenders?** Students will consider why young people are treated differently in the eyes of the law and reasons for this. Students will also explore what happens to young people who commit crimes and consider if they think the law is fair.
- **Why do teens get involved in knife crime?** Students will consider the risks of knife crime and be able to explain the long- and short-term consequences of getting involved in knife crime. Students will also explore how to stop knife crime.
- **Civil and criminal law-** students will explore how the British justice system works.

	illegal and legal drugs and understand how they affect the body. Analyse why they are still used regardless of the risks.				
<b>Tier 2/ tier 3 vocabulary</b>	Healthy lifestyle, muscle mass, weight loss, alcohol, weight gain, smoking, nicotine, tobacco, calories, saturated fat, unsaturated fat, lifestyle diseases, preventable, caffeine, dopamine, diabetes, heart rate, carcinogen, addiction, passive smoking, toxic, stimulant, cancer, depressants.	<b>Tier 2/ tier 3 vocabulary</b>	Xenophobia, racism, extreme nationalism, extremist group, radicalisation, cult, religion, congregation, communism, converts, capital punishment, shariah law, extremism, radicalisation, religious prejudice, islamophobia, discrimination.	<b>Tier 2/ tier 3 vocabulary</b>	UNICEF, human trafficking, modern slavery, foreign aid, sustainability, criminal responsibility, peer pressure, knife crime.
<b>Cross curricular links</b>	PE Food technology Science	<b>Cross curricular links</b>	RE Fundamental British Values.	<b>Cross curricular links</b>	Geography
<b>Career opportunities</b> <b>Employment Links</b>	<ul style="list-style-type: none"> <li>• Drug councillor</li> <li>• Nutritionist</li> <li>• Personal trainer</li> <li>• Dietician</li> </ul>	<b>Career opportunities</b> <b>Employment Links</b>	<ul style="list-style-type: none"> <li>• Counter terrorism and security act</li> <li>• Police officer</li> <li>• Human rights officer</li> </ul>	<b>Career opportunities</b> <b>Employment Links</b>	Police officer Human rights activist Social worker UNICEF