



The Cornelius Vermuyden School PSHE Curriculum Planning Grid

Rights, Responsibilities & British Values												
LESSON TITLE	UNIT	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association Core Themes	PSHE Association - Specific Links	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CODE
Extremism in all its forms	Rights, Responsibilities & British Values	Year 9	To define the terms extremism, terrorism and radicalisation. To understand the different types of extremism. To understand how extremist views can lead to acts of terrorism	Extremism, terrorism, counter narrative, Radicalisation, Extreme far right, National Front	I can define extremism and terrorism I understand the different types of extremism that exist I understand the difference between extremism and terrorism	Living in the wider World	KS3 L26 KS4 L24	N/A	N/A	Extremism & Radicalisation	N/A	RSE/C8LS/17
Terrorism (Far Right & Islamist)	Rights, Responsibilities & British Values	Year 9	To understand the iceberg analogy of terrorism. To explore why people may choose to commit an act of terrorism. To evaluate the current terror threat to the UK and explore recent acts of terrorism	Jihad, Crusade, Extremism, Terrorism, Radicalisation, Holy war	I understand what terrorism is and can give examples I can evaluate how terrorism makes me feel I know who to contact if I suspect someone is planning an act of terrorism	Living in the wider World	KS3 L26 KS4 L24	N/A	N/A	Extremism & Radicalisation	N/A	RSE/C8LS/18
What are British Values	Rights, Responsibilities & British Values	Year 9	To explore why being British is still a positive identity for young people today. To understand how supporting British values can help combat extremism. To understand some of the dangers young people should be aware of and how to protect against them	Identity, Values, Principles, Tolerance, Hate Crime, Community Cohesion	I can define what being British means to me I understand a wide range of issues that impact young people in society I can explain why promoting British values helps to reduce extremism in the UK	Living in the wider World	N/A	N/A	N/A	Developing Life Skills & Aspirations	Extremism & Radicalisation	RSE/C8LS/19
The Radicalisation Process	Rights, Responsibilities & British Values	Year 9	I understand how the radicalisation process works. I am able to explore the different methods used by extremist groups to spread their ideologies. I understand what can be done to prevent myself and others from being susceptible to radicalisation	Propaganda, Intolerance, radicalisation, Prevent, Channel, Extremism, Bias	I can define radicalisation I understand the methods used by extremist groups to radicalise others I understand how to think critically in order to keep myself safe	Living in the wider World	KS3 L26 KS4 L24	N/A	N/A	Extremism & Radicalisation	Digital Literacy	RSE/C8LS/20
How does Counter Terrorism Work?	Rights, Responsibilities & British Values	Year 9	I understand how counter terrorism works in the UK and the Prevent duty. I understand how to respond in a terrorist situation. I can evaluate the best way to fight extremism and the ideologies spread by extremist groups	Prevent, Persue, Channel, Legislation, Counter Terrorism, Ideology	I know what counter terrorism is. I know how to respond in a terrorist situation I can describe the Pymgation effect	Living in the wider World	N/A	N/A	N/A	Extremism & Radicalisation	N/A	RSE/C8LS/21
Anti-Semitism	Rights, Responsibilities & British Values	Year 9	To define the terms Zionism and Anti-Semitism. To explore why Jews have been persecuted in Europe over hundreds of years. To evaluate whether Jeremy Corbyn and the Labour Party are Anti-Semitic	Labour Party, Zionism, Anti-Zionist, Anti-Semitic, Pogrom, Persecution	I can define Zionism and Anti-Semitism I understand why Anti-Semitism has been in the news recently I can describe what a cohesive community looks like	N/A	N/A	N/A	T2 - Respectful Relationships Inc Friendships	Extremism & Radicalisation	N/A	RSE/C8LS/22
Critical thinking & Fake News	Rights, Responsibilities & British Values	Year 10	To understand how to spot fake news. To explore the damaging consequences of Fake news. To understand why critical thinking is important	Fake News Conspiracy Theories, Critical thinking, Disinformation, Misinformation	I can spot fake news. I understand the importance of critical thinking I understand why fake news can be damaging	Living in the wider World	KS3 L25 KS4 L27	N/A	N/A	Digital Literacy	Extremism & Radicalisation	RSE/C8LS/23
LGBT + British Values	Rights, Responsibilities & British Values	Year 10	To define homophobia and give examples of it in UK society. To explore how British values can be used to combat homophobia. To evaluate how far the UK has come in tackling various forms of discrimination	Sovereignty, Homophobia Discrimination, tolerance, Rule of law, Prejudice	I can define the term homophobia I understand how British Values are used to combat homophobia in the UK I know where to seek support for myself or a friend who is dealing with homophobic abuse	Relationships	N/A	N/A	N/A	N/A	N/A	RSE/C8LS/24
Exploring British Values	Rights, Responsibilities & British Values	Year 10	To define the different British values. To understand the importance of Promoting British Values. To understand how our sense of identity comes from and why it is important to have a sense of belonging	Tolerance, values, Multicultural society, Social development, sovereignty	I can describe the British Values I understand the different aspects that make up my identity I understand the importance of promoting British Values in school	Living in the wider World	N/A	N/A	N/A	N/A	N/A	RSE/C8LS/26
Human Rights and their Importance	Rights, Responsibilities & British Values	Year 10	To define what Human rights are. To explore how Human Rights came about. To evaluate how we can protect Human Rights in the modern world	UDHR 148, Council of Europe, ECHR, ECtHR, United Nations, HRA 1998 Rights, Responsibilities	I can name a range of Human Rights I understand the origins of Human Rights I understand how Human rights are protected	Living in the wider World	N/A	N/A	N/A	Diversity	N/A	RSE/C8LS/27
Balancing Human Rights	Rights, Responsibilities & British Values	Year 10	To explore how Human Rights are protected against in the UK come into conflict. To understand the two categories of Human Rights. To evaluate some of the issues that arise when Human Rights	Amnesty International, absolute rights Non-Absolute rights - Justice	I can name eight Human Rights I can explain the positive impacts of the Human Rights Act 1998 has had on society I can describe situations when Human Rights may come into conflict	Living in the wider World	N/A	N/A	N/A	N/A	N/A	RSE/C8LS/28
Politics + Parliament 1 (Why is politics important)	Rights, Responsibilities & British Values	Year 7	To understand the impact politics has on every day life. To explore the History of the UK Parliament. To evaluate why it is better to live in a democracy rather than a dictatorship	Parliament, Westminster, Democracy, totalitarianism, elections Government, Parliament, Politics	I understand how politics impacts my life I can describe the role of parliament I can explain the difference between living in a democracy and a dictatorship	N/A	N/A	N/A	N/A	N/A	N/A	RSE/C8LS/29
Politics & Parliament 2 (How is the country run)	Rights, Responsibilities & British Values	Year 7	To describe the make up of parliament and the main roles it performs. To understand the role of a local MP. To evaluate whether MPs are doing a good job at running the country and representing our views in Parliament	House of Commons, House of Lords, Monarchy, Constituency, Civil Service, Westminster	I can explain the differences between the two houses of Parliament I can describe the role of a Local MP I can identify the features of a democratic country	N/A	N/A	N/A	N/A	N/A	N/A	RSE/C8LS/30
Politics + Parliament 3 (Campaigning)	Rights, Responsibilities & British Values	Year 7	To describe the different types of elections in the UK. To explore how a new government is formed after a general election. To evaluate the importance of exercising your right to vote	First Past The Post, By elections, General Elections, Proxy, Postal, digital democracy, Campaigning	I can explain how the Government is formed I understand the different types of elections held within the UK I can explain several reasons why voting is important	N/A	N/A	N/A	N/A	N/A	N/A	RSE/C8LS/32
Politics + Parliament 4 (Big Debates)	Rights, Responsibilities & British Values	Year 7	To define the terms advocate and devils advocate. To practice the art of debating. To evaluate recent law changes in the UK	Devils advocate, Advocacy, Debating - Parliament, UK	I can define the terms advocate and devils advocate I can recognise a wide range of views on a single topic I understand the arguments for and against lowering the voting age	N/A	N/A	N/A	N/A	N/A	N/A	RSE/C8LS/33
Politics & Parliament 5 (Exploring Parliament)	Rights, Responsibilities & British Values	Year 7	To describe the state opening of parliament. To explore inside the House of commons and the House of Lords. To explain the difference between parliament and Government and evaluate who holds the balance of power	Clerk, Parliament, Government, Speaker, Public Gallery, Black Rod, Despatch Box, Lords	I can explain how Parliament is opened I understand the differences between Parliament and Government. I know what the insides of the Houses of Parliament look like	N/A	N/A	N/A	N/A	N/A	N/A	RSE/C8LS/34
Law 3 - Desert Island Making Decisions)	Rights, Responsibilities & British Values	Year 8	Understanding how to survive on a desert island. To describe the different rites of passage throughout life. To describe skills of evaluation, prediction and self reflection	Baptism, Brit Miah, Aqueehq, Priorities, Survival, ceremony	I could survive on a desert island I understand how to be a good team player I understand how birth is celebrated by different religions	N/A	N/A	N/A	N/A	Settings Goals	N/A	RSE/C8LS/35
Law 4 - Criminal, Laws and Society	Rights, Responsibilities & British Values	Year 8	To understand why the age of criminal responsibility varies in different countries. To understand how the criminal justice system operate for young offenders. To evaluate why young people commit crimes	Theft, Crime, Commandments, laws, Criminal Responsibility	I know the age of criminal responsibility in the UK and other countries I can explain how the criminal justice system treats young offenders I can define legal rights and the rule of law	N/A	N/A	N/A	N/A	N/A	N/A	RSE/C8LS/36
Law 1 - Desert Island Living	Rights, Responsibilities & British Values	Year 8	To explore what it would be like to live on a desert island. To understand that with rights comes responsibilities. To evaluate the fastest way to make choices	Rites of passage Ceremonies (rites) or celebrations that mark important stages or landmarks in a person's journey (passage)	I can make difficult decisions I understand the qualities needed to be a leader I work well in a team	N/A	KS3 R15	N/A	N/A	Settings Goals	N/A	RSE/C8LS/37
Law 2 - Desert Island Living Complete	Rights, Responsibilities & British Values	Year 8	To understand the concept of community cohesion and what makes a community. To be able to make decision and understand the impact of those decisions. To understand the different forms of prejudice that exist	Community, Disability, Prejudice, Discrimination, Multiculturalism, diversity	I know what makes a good community I try not to stereotype and pre judge people I can define prejudice and discrimination	N/A	N/A	N/A	N/A	Settings Goals	N/A	RSE/C8LS/38
Law 5 - How are laws made in society	Rights, Responsibilities & British Values	Year 8	To understand why laws are needed in society. To understand the process of how a bill passes through Parliament. To evaluate recent changes to the law in England and Wales	House of Commons, House of Lords, Royal Assent, bill, White & Green Paper, Consultation, Rectrocity	I know why society needs laws I understand how a bill becomes a law in the UK I can explain recent law changes in the UK	N/A	N/A	N/A	N/A	N/A	N/A	RSE/C8LS/39
Law 6 - Prison, Reform and Punishment	Rights, Responsibilities & British Values	Year 8	To explain the types of punishments available in the UK. To understand the different theories behind punishing offenders. To evaluate whether Prison is an effective form of punishment	Prison, Manslaughter, Reparation, retribution, Rehabilitation, justice, incapacitation, deterrence	I can name a wide variety of punishments used in the UK Criminal Justice System I understand the theories behind punishment. I understand the arguments for and against the use of prisons	N/A	N/A	N/A	N/A	N/A	N/A	RSE/C8LS/40
CURRICULUM TOPIC												
Celebrating Diversity & Equality												
LESSON TITLE	UNIT	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association Core Themes	PSHE Association - Specific Links	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CODE
LGBT + What is it	Celebrating Diversity & Equality	Year 8	To define the acronym LGBTQ+ To explore a variety of LGBTQ+ Role Models in British society. To understand the many different key terms and concepts that are used within the topic	Homophobia, Gender, Sexuality, Prejudice, discrimination	I can explain the importance of celebrating LGBTQ+ History Month I understand the meaning of LGBTQQA I can name a variety of LGBTQ+ role models	Relationships	KS3 R40	N/A	N/A	Discrimination	N/A	RSE/C8LS/41
LGBT + Homophobia in society	Celebrating Diversity & Equality	Year 8	To reflect on the extent homophobia exists in schools. To understand what constitutes homophobic language and homophobic bullying. To empathise with how difficult it can be for young people to deal with life with homophobia in modern day	Homophobia, transphobia, homophobic verbal abuse, physical abuse, cyber abuse	I can define homophobia I understand a range of forms homophobia takes I understand why its wrong to use homophobic language	Relationships	4, R23, R38, R40 R40 KS4 R4	N/A	N/A	Diversity	Discrimination	RSE/C8LS/42
Support someone (LGBT focus)	Celebrating Diversity & Equality	Year 8	To define the term ally. To explore why ally's are needed for the LGBT community. To understand what can be done to support a friend in need	Ally, Oppression, Human Rights, Support, Community	I am an Ally to the LGBT+ Community I understand how to support a friend in need I would be confident in challenging homophobic language if I heard it	Relationships	N/A	N/A	N/A	Discrimination	Exploring Influence	RSE/C8LS/43
LGBT - challenging Homophobia	Celebrating Diversity & Equality	Year 8	To explore why homophobia exists. To explore how to assertively challenge homophobic language and phrases in school and everyday life. To understand how to handle difficult people and uncomfortable conversations	Passive, Assertive, Aggressive, Homophobia	I can recognise passive, assertive and aggressive communication styles I know how to be assertive with someone I feel well equipped to challenge homophobic when I see it in school	Relationships	KS3 R40 R41	N/A	N/A	Discrimination	N/A	RSE/C8LS/44
Transphobia	Celebrating Diversity & Equality	Year 8	To understand the terms gender dysphoria and transphobia. To explore the misconceptions that surrounds trans people. To examine how Trans people are treated throughout the world	Gender Dysphoria, Transphobia, biological, Hormones, transphobia	I understand what gender dysphoria is I understand the importance of celebrating the LGBT+ Community I feel confident in talking about trans issues to other people and using the correct terms	Relationships	N/A	N/A	N/A	Discrimination	N/A	RSE/C8LS/46

LGBT - Coming out	Celebrating Diversity & Equality	Year 8	To explore the concept of trust and what it means to 'come out' To understand the thoughts, feeling and processes someone might be going through who is thinking of coming out. To evaluate what support networks are available to help support those in need. To understand the wide variety of aspects that make up one's identity. To understand how different things might influence your identity. To understand that it's OK to be different and to be proud of your identity.	Coming out, Gender Identity, Closet, Rejection, Acceptance	I know how to support someone coming out. I know where to go for extra information and support regarding LGBT issues. I understand the issues faced by someone coming out.	Relationships	N/A	N/A	Discrimination	Communication in Relationships	RSE/C&LS/47	
What is your identity	Celebrating Diversity & Equality	Year 7	To understand the wide variety of aspects that make up one's identity. To understand how different things might influence your identity. To understand that it's OK to be different and to be proud of your identity.	Identity, Heritage, Personality, Religion, society	I can describe my identity. I understand a range of influences on my identity. I'm able to express myself at home and at school.	Health & Wellbeing	N/A	N/A	Discrimination	N/A	RSE/C&LS/48	
Nature Vs Nurture	Celebrating Diversity & Equality	Year 7	Secure: To understand what makes up our identity. Extended: To explore how our identity is formed. Advanced: To evaluate what influences our identity the most.	Genes, Environment, Psychological, DNA, Epigenetics, Nature, Nurture, socialisation	I understand the Nature Vs. Nurture debate. I can describe the different stages of socialisation. I understand what is socially acceptable and not socially acceptable.	Living in the wider World	N/A	N/A	N/A	N/A	RSE/C&LS/49	
The Equality Act	Celebrating Diversity & Equality	Year 7	To explore the brief history of Anti-discrimination laws passed in the UK. To understand what characteristics are protected under the Equality Act 2010. To evaluate whether the UK is doing enough to ensure equality opportunities for everyone.	Equality, Anti-discrimination laws, Legislation, Government	I can name several anti-discrimination laws passed by the UK Government. I can name at least six protected characteristics. I can explain the difference between direct and indirect discrimination.	Living in the wider World	R40, R41, L10 K54 R5, R6,	N/A	T2 - Respectful Relationships Inc Friendships	Community & Careers	Discrimination	RSE/C&LS/50
Breaking Down Stereotypes - Gender / Age	Celebrating Diversity & Equality	Year 7	To define stereotyping and prejudice. To explore why stereotyping still exists today. To evaluate what can be done to challenge stereotypes.	Prejudice, discrimination, stereotypes, Tolerance, Persecution, Injustice	I can explain where stereotypical views come from. I understand why it's important not to stereotype. I don't judge people before I get to know them.	Living in the wider World	K33 R7, R8, R39, R40, L10	N/A	T2 - Respectful Relationships Inc Friendships	Community & Careers	Developing Life Skills & Aspirations	RSE/C&LS/51
Prejudice and Discrimination	Celebrating Diversity & Equality	Year 7	To identify different forms of prejudice and discrimination e.g. racism, gender etc. To consider how we can ensure equality for all in society. To evaluate how cohesive Britain really is.	Prejudice, discrimination, intolerance, Justice, Equality, Hate Crime, Home Office	I know the difference between prejudice and discrimination. I understand how I can help support equality for all. I can identify a range of characteristics that people are sometimes prejudiced by.	Living in the wider World	R40, R41, L10 K54 R5, R6,	N/A	T2 - Respectful Relationships Inc Friendships	Diversity	Discrimination	RSE/C&LS/52
Challenging Islamophobia	Celebrating Diversity & Equality	Year 7	To define islamophobia and give examples of it in UK society. To explore where islamophobia comes from. To consider how the government and legislation are attempting to combat different forms of discrimination.	Genocide, Harassment, Bullying, Discrimination, Prejudice, Muslim, Islamophobia	I understand the different forms hate crimes can take. I can define islamophobia and understand some of the causes. I know the hierarchy of discriminatory acts.	Living in the wider World	K33 R7, R8, R39, R40, L10	N/A	T2 - Respectful Relationships Inc Friendships	Diversity	Discrimination	RSE/C&LS/53
World Issues - International Organisations	Celebrating Diversity & Equality	Year 10	To understand the role international organisations play in the world. To explore the history of the UN, NATO, and the Commonwealth. To evaluate the importance of being a member of these organisations.	Sanctions, Agreements, democracy, NATO, UN and the Commonwealth	I can identify six organisations that the UK belongs to. I understand the links and role of the UN and the Commonwealth. I understand the benefits international organisations provide to the world's people.	N/A	N/A	N/A	N/A	N/A	N/A	RSE/C&LS/54
World Issues 2 - Aid and Supporting other countries	Celebrating Diversity & Equality	Year 10	To describe a variety of ways the UK can help support other countries. To understand the different issues impacting countries across the world. To evaluate what support networks are available to help support those in need.	Free Trade, Fair Trade, Aid, NGO, Developing, Globalisation, Debt relief	I know the difference between Free trade and Fair Trade. I understand how one country can help another. I know the differences between developing countries and developed countries.	N/A	N/A	N/A	N/A	N/A	N/A	RSE/C&LS/56
World Issues 3 - Fair Trade	Celebrating Diversity & Equality	Year 10	To identify how Fair Trade supports developing countries and their farmers. To understand the importance of being an ethical consumer.	Fair Trade, Protest, Pressure Group, Government, Consumer, Producer, discrimination, forced labour	I understand the concept of Fairtrade. I understand some of the Fairtrade principles. I am an ethical consumer.	N/A	N/A	N/A	Y7 Financial Decision Making	N/A	N/A	RSE/C&LS/57
Women's Rights	Celebrating Diversity & Equality	Year 10	To explore the changing role of women in society over the past 100+ years. To understand the events that led up to women gaining equal rights with men. To evaluate what support networks are available to help support those in need.	Equality, Suffrage, Suffragettes, Representation Act	I can explain how the role of women has changed in society. I understand key events that have led to equal rights for women. I can identify a variety of positive female role models.	N/A	N/A	N/A	Community & Careers	N/A	N/A	RSE/C&LS/213
#MeToo and Times Up Movement	Celebrating Diversity & Equality	Year 10	I can explain what the #Me Too movement is about. I can explain how the Times Up movement is helping to support women and equality. I understand the importance of speaking out about sexual misconduct and sexual harassment.	Activists, Movements, Sexual Harassment, Sexual Assault, Misconduct Equality	I can explain the #Me Too Time's Up movements. I understand the importance of speaking out against sexual harassment. I can identify a variety of positive female role models.	N/A	N/A	N/A	Discrimination	N/A	N/A	RSE/C&LS/214

CURRICULUM TOPIC

Staying Safe Online and Offline

LESSON TITLE	UNIT	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association Core Themes	PSHE Association - Specific Links	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CODE
Honour Based Violence	Staying Safe Online & Offline	Year 10	To define the term honour and dishonour. To explore honour-based violence and the different forms it can take. To evaluate the best way to tackle honour based violence and promote the equality of women in society.	Honour, Respect, Equality, Dishonour, HBV, Domestic Abuse	I can define honour, equality and dishonour. I understand the law relating to honour based violence. I can evaluate the best way to tackle honour based violence in communities.	Relationships	K54 R33 R30 R31	N/A	T1 - Families	Families	N/A	RSE/C&LS/62
Forced Marriage + Breast Ironing + Flattening	Staying Safe Online & Offline	Year 10	To understand the terms: Forced marriage, breast ironing and child brides. To explore recent statistics in the UK and Commonwealth countries. To evaluate the effectiveness and role of the Forced Marriage Unit.	Culture, Human Rights, Forced Marriage, Breast Ironing, FMPD (Forced Marriage Protection Order) Forced Marriage Unit	I can define forced marriage and Breast Ironing. I understand the role of the Forced Marriage Unit. I could advise someone of where to seek help if they are being forced into a marriage.	Relationships	K54 R33 R30 R31	N/A	T4 - Being Safe	Families	Respectful Relationships	RSE/C&LS/63
Online Gambling (Games In App Purchases)	Staying Safe Online & Offline	Year 10	To understand the classifications of games, films, TV shows and music videos. To explore how online gaming can lead to gambling and skin betting. To evaluate the risks associated with online gaming and online gambling.	BBFC, PEGI, Debt, In-app purchases, Skin betting, Gambling, Whales, slot bores	I can explain the risks of the BBFC and the PEGI. I understand the risks associated with online gambling. I understand a wide range of methods used by gaming companies to entice its players to spend money.	Relationships	K53 H32 + K54 H25 L16	T2 - Internet Safety & Harmful Behaviour	N/A	Financial Decision Making	Digital Literacy	RSE/C&LS/67
Social Media Validation	Staying Safe Online & Offline	Year 10	I can explain what the role of social media influencers. I understand the risks associated with social media validation and how to get rid of it. I can evaluate how social media can impact my self esteem and mental health.	Validation, Addiction, Mental Health, Influences, Advertising, YouTubers, Vloggers	I will not become addicted to social media. I can explain the link between social media and negative self esteem. I understand how to combat social media validation.	Relationships	K53 H13 K54 H12	T2 - Internet Safety & Harmful Behaviour	N/A	N/A	N/A	RSE/C&LS/70
Keeping your data safe (social Networks)	Staying Safe Online & Offline	Year 10	To understand the importance of keeping personal online data safe. To learn about online fraud and be aware of different types of online scams and tricks. To identify why the dark web can be so dangerous.	Vishing, Phishing, Smishing, Fraud, Registry, ID theft, Financial risks, Dark Web, Open Web	My personal online data is safe and protected. I can recognise an online scam email when I see one. I know how to protect myself and my family from being a victim of online fraud.	Living in the wider World	K53 L20 K54 L21	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Digital Literacy	N/A	RSE/C&LS/71
Causes of Knife Crime	Staying Safe Online & Offline	Year 10	To understand the causes behind the rise in knife crime in the UK. To explore how to prevent young people from picking up and carrying a knife. To evaluate the real risks to those that carry knives and their families and friends.	Homicide, Wielded, Attempted Murder, Courts, Home Office, UK Drift Music	I understand the impact of carrying a knife on me and others. I can explain how to tackle the causes behind people carrying knives. I understand how to seek further advice and support in relation to knife crime.	Relationships	43 R44 R45 R46 R47 K54 R3	N/A	N/A	Influence, Substance Use & C	N/A	RSE/C&LS/211
Modern Day Slavery	Staying Safe Online & Offline	Year 10	To define the term Modern Day Slavery. To examine human trafficking to the UK and evaluate the governments response. To evaluate the best way to tackle modern day slavery in the UK and abroad.	Slavery, Human Trafficking, Coercion, abduction, illegal immigration, criminal gangs	I understand how to recognise modern day slavery. I understand how human trafficking links to modern day slavery. I understand which Human Rights are being abused due to modern day slavery.	Relationships	K54 R33 R30 R31	N/A	T1 - Families	Families	N/A	RSE/C&LS/240
Virtual Reality + Live Streaming +Gaming Online	Staying Safe Online & Offline	Year 11	To define the term augmented reality, virtual reality and streaming. To explore the benefits and risks associated with Virtual Reality. To explore the consequences associated with live streaming on the internet.	Live Streaming, Augmented Reality, Virtual Reality, Gamergate, Addiction	I know the differences between AR and VR. I can explain the health risks associated with Virtual Reality. I understand the consequences of live streaming across the internet.	Living in the wider World	H13 K54 H12 K53 H32 + K54	T2 - Internet Safety & Harmful Behaviour	N/A	N/A	N/A	RSE/C&LS/72
Drugs - Substance Addiction	Staying Safe Online & Offline	Year 11	To define the term substance addiction and understand the way drugs affect users. To understand the different levels of drug use and realise the consequences of drug use on wider society. To evaluate what support networks are available to help support those in need.	Inhalants, Huffing, VSA, Addiction, NPS, EXPERIMENTAL RECREATIONAL	I understand what a substance addiction is. I can explain how a substance addiction impacts wider society. I would know how to help someone with an addiction.	Health & Wellbeing	6, H27, H29, R20 K54 H19, H	T5 - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	Peer Influence, Substance Use & Garg	RSE/C&LS/79
Drugs - New Psychoactive Substances (Old Legal Highs)	Staying Safe Online & Offline	Year 11	To define the term New Psychoactive Substances and give examples. To explore why NPS drugs are so dangerous to society. To understand how to protect yourself from peer pressure to experiment with NPS drugs.	Synthetic Cannabinoids, NPS, United Nations, Synthetic Chemistry, Replacements, Stimulants, Legal Highs	I can define a new psychoactive substance and give an example. I understand the dangers associated with NPS drugs. I know how to handle potential peer pressure to experiment with drugs.	Health & Wellbeing	K54 H19, H20, R20	T5 - Drugs + Tobacco + Alcohol	N/A	N/A	Drugs & Alcohol	RSE/C&LS/80
Drugs - Festivals and Nitrous Oxide	Staying Safe Online & Offline	Year 11	To understand the risks associated with parties and festivals and experimenting with drugs. To understand how to stay safe at a festival or a party. To evaluate whether drug testing tents at festivals will reduce drug related deaths at festivals.	Gluehenny, NPS, Laughing Gas, Euphoras, Nauseas, Disassociation	I know the risks associated with attending parties and festivals. I know how to keep myself safe. I can explain the dangerous consequences of experimenting with drugs (NPS) at festivals.	Health & Wellbeing	N/A	T5 - Drugs + Tobacco + Alcohol	N/A	N/A	N/A	RSE/C&LS/81
Drugs and the War on Drugs	Staying Safe Online & Offline	Year 11	To describe how drugs are manufactured and trafficked globally. To explore how different countries are dealing with the drugs trade. To evaluate how governments can tackle the illicit drugs trade.	Trafficking, drug mules, Producers, end users, manufacturers, Producers, farmers	I understand how drugs are trafficked globally. I can explain the international war on drugs. I can suggest solutions governments could try to reduce the threat of drug trafficking and drug cartels on society.	Health & Wellbeing	N/A	T5 - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	N/A	RSE/C&LS/83
Cosmetic and Aesthetic procedures	Staying Safe Online & Offline	Year 11	To understand the differences between aesthetic and cosmetic procedures. To explore negative and positive effects of undertaking these procedures. To evaluate what influences people to have the botox they feel the need to change their appearance for society.	Botox, Lip Fillers, Cosmetic Procedures, Peer pressure, Breast augmentation, Breast reduction, reduction, Aesthetic	I can explain the difference between Cosmetic and Aesthetic procedures. I understand the negative impact procedures can have on the body and mind. I can explain the external influences on people to change the way they look.	Health & Wellbeing	K54 H17 + H18	N/A	N/A	Independence	N/A	RSE/C&LS/87
Online Reputation and Digital Footprints	Staying Safe Online & Offline	Year 11	To define the terms digital footprint and online reputation. To understand the importance of an online audit of yourself. To understand why and how to build an online personal brand.	Online reputation, Digital Footprint, Personal Branding, CV, Censorship	I understand what personal branding is. I know what my online reputation is like. I know how to conduct an online audit of myself.	Living in the wider World	K53 H13 K54 H12	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Employability Skills	Digital Literacy	RSE/C&LS/228
Why not to join a gang	Staying Safe Online & Offline	Year 7	Understand the causes of why young people might want to join a gang. Understand the consequences of breaking the law and engaging in criminal behaviour. Come up with solutions for preventing young people turning to gangs.	Gangs, Criminal Behaviour, County Lines, Discharge, Custodial Sentence	I can spot gang member behaviour and avoid it. I understand why some young people join gangs. I understand the range of punishments available for breaking the law.	Relationships	43 R44 R45 R46 R47 K54 R3	N/A	N/A	Influence, Substance Use & C	N/A	RSE/C&LS/60
Staying Safe Online (social Networks)	Staying Safe Online & Offline	Year 7	I can explain what a gut feeling is and how it links to my intuition. I can identify a range of risks associated with being online. I know how to mitigate any potential risks associated with being online and where to go to seek further help and support.	Grooming, Gambling, Scams, Data, Social networking, Exploitation, Cyber Bullying	I listen to my gut feeling about online situations and choices. I understand a wide range of risks associated with internet use. I know how to reduce the risks associated with being online.	Relationships	K53 L20 K54 L21	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Transition & Safety	Digital Literacy	RSE/C&LS/66
Fortnite and Safety in Gaming	Staying Safe Online & Offline	Year 7	To define what a gaming addiction is and recognise a symptom of it. To explore the benefits and risks associated with online gaming including grooming of players. To evaluate what support networks are available to help support those in need.	Grooming, Addiction, Online safety, Fake Profiles, Noob, Frag, Respawn, sunk cost are available	I understand a gaming addiction. I understand a range of risks associated with online gaming. I understand the importance of reporting anything suspicious. I see or hear online.	Living in the wider World	K53 H32 + K54 H25	T2 - Internet Safety & Harmful Behaviour	N/A	Digital Literacy	Y7 Financial Decision Making	RSE/C&LS/73
Drugs - Alcohol	Staying Safe Online & Offline	Year 7	To understand how alcohol impacts the body. To explore the consequences of alcohol misuse. To evaluate the negative impact alcohol use is having on wider society.	Physical, Psychological, social, units, ethanol	I know what alcohol is and the different forms it comes in. I can explain the short and long term impacts of alcohol use. I can explain the impact alcohol misuse is having on society.	Health & Wellbeing	6, H27, H29, R20 K54 H19, H	T5 - Drugs + Tobacco + Alcohol	N/A	Health & Puberty	Drugs & Alcohol	RSE/C&LS/74
Drugs - Nicotine	Staying Safe Online & Offline	Year 7	I can explain the harmful chemicals that are contained within a cigarette. I understand the impacts smoking has on the body. To evaluate how effective the government has been in helping people to quit smoking.	Carbon Monoxide, Nicotine, Vaping, Fertility, Addictive, tar, chemicals	I understand the health consequences of smoking. I understand how the government is helping people to quit smoking. I will never become a smoker when I'm older.	Health & Wellbeing	K53 H26, H27 K54 H19	T5 - Drugs + Tobacco + Alcohol	N/A	Health & Puberty	Drugs & Alcohol	RSE/C&LS/76

Drugs - E-Cigs, Vaping and Shisha	Staying Safe, Online & Offline	Year 7	To understand the science behind vaping and the health consequences of it. To understand the difference between smoking and vaping. To evaluate whether there should be a ban in High Street Vape Shops.	E-Cigarettes, Vaping, Vaporiser, Vape Shops, Colours, Coils, E-Juices.	I know the difference between smoking and vaping I understand the risks associated with vaping I will never take up vaping when I'm older	Health & Wellbeing	K33 H26, H27 K34 H19	T5 - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	N/A	R5E/C8L5/77
Energy Drinks and Caffeine - Drugs	Staying Safe, Online & Offline	Year 7	To understand how much sugar and caffeine are in a range of drinks. To explore the health risks associated with energy drinks. To understand the importance of making healthy life choices.	Sugar, Taurine, Caffeine, Consumption, Coffee, Insomnia	I know which drinks are high in sugar content I am able to make healthy choices with regards to what I drink I understand the risks associated with Energy drinks	Health & Wellbeing		T5 - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	N/A	R5E/C8L5/88
Why not to Carry a knife	Staying Safe, Online & Offline	Year 7	To explain why it is wrong to ever carry a knife. To understand the legal, emotional and physical consequences of carrying a knife. To understand how knife crime impacts families and communities.	Homicide, Welded, Attempted Murder, Courts, Home Office, UK Drill Music	I know the risks associated with carrying a knife I understand the impact carrying a knife has on family and friends I would never resort to carrying a knife under any circumstance	Relationships	43 R44 R45 R46 R47 K34 R3	N/A	N/A	Peer Influence, Substance Use & Gangs	N/A	R5E/C8L5/10
County Lines - What is it (Gang Culture)	Staying Safe, Online & Offline	Year 8	To understand what the term county lines means. I can explain how County Lines gangs recruit and exploit young people. I understand the importance of getting immediate help for myself or a friend if I suspect they or I am in trouble.	County Lines, Trap House, Modern Slavery, Elders, Soldiers, Teener, Drug Mule, Exploitation	I know what county lines is and some of the terminology used. I understand where I can go for help if I feel threatened by County Lines gangs. I understand how county line gangs operate and the dangers of getting involved.	Relationships	43 R44 R45 R46 R47 K34 R3	N/A	N/A	Peer Influence, Substance Use & Gangs	Exploring Influence	R5E/C8L5/69
County Lines - Who is at risk	Staying Safe, Online & Offline	Year 8	To understand who County Lines Gangs target and why. To identify the signs that someone is being exploited. To understand how county lines gangs use Psychological, financial and physical methods to make people feel trapped.	Physical, Psychological, Financial, Trap House, Criminal Responsibility	I can explain how gangs make people feel trapped. I can recognise when a friend is involved with County Lines. I understand the groups of people County Line Gangs target and why.	Relationships	43 R44 R45 R46 R47 K34 R3	N/A	N/A	Peer Influence, Substance Use & Gangs	Exploring Influence	R5E/C8L5/61
Substance Misuse	Staying Safe, Online & Offline	Year 8	To define the term substance misuse and understand the way drugs affect users. To explore why people misuse substances. To evaluate what support networks are available to help support those in need.	Substance abuse, Dependence, Intoxication, Withdrawal, substance, impairment, anxiety.	I can define substance misuse and substance dependency. I know how drugs impact the body. I can identify a range of factors that may lead to someone abusing drugs.	Health & Wellbeing		T5 - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	Exploring Influence	R5E/C8L5/64
Grooming (Boys & Girls)	Staying Safe, Online & Offline	Year 8	To understand how to stay safe online from grooming. To know how to spot a fake profile and catfishers. To know where to seek specialist support and advice to help anyone including yourself who is at risk.	Exploitation, Grooming, Catfishing, Fake Profiles, Deception, Anonymous, Trust, CEOP	I can spot a fake profile online. I understand what online grooming is and how people may try to gain my trust in order to abuse it. I know where to report online issues and to seek further advice and support.	Relationships		T2 - Internet Safety & Harmful Behaviour	T1 - Families	Digital Literacy	N/A	R5E/C8L5/69
Drugs - Alcohol and Society	Staying Safe, Online & Offline	Year 8	To understand how alcohol impacts the body. To explore the consequences of alcohol misuse. To evaluate the negative impact alcohol use is having on wider society. I can explain how alcohol is measured and what units the body uses to measure it. To explore the impact of alcohol on society.	Physical, Psychological, social units, ethanolUnits, Spirits, Ethanol, Beer, Lager, Wine, Binge Drinking, Sides	I know what alcohol is and the different forms it comes in. I can explain the short and long term impacts of alcohol use. I can explain the impact alcohol misuse is having on society. I understand how alcohol strength is measured. I can recognise how people drink when I see it.	Health & Wellbeing	A, H27, H29, R20 K34 H19, H	T5 - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	Peer Influence, Substance Use & Gangs	R5E/C8L5/75
Cyber Bullying and online safety	Staying Safe, Online & Offline	Year 8	Describe the meaning of bullying and cyberbullying and the impact it can have on an individual. Explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour. To know how to manage oneself appropriately online.	Trolling, Cyber Bullying, Abuse, Contact, Conduct, Harassment, Strategies	I can define trolling, cyber bullying and harassment. I understand how online behaviour can impact my mental health and well-being. I know how to prevent and respond to cyber bullies.	Health & Wellbeing	R14, R23, R36, R40 K34 R7	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Diversity	N/A	R5E/C8L5/86
CEOP Lesson	Staying Safe, Online & Offline	Year 8	To define child sexual exploitation and be able to give examples. To explore a variety of risks and dangers related to being online. To evaluate how to reduce the risks associated with being online.	Child Sexual Exploitation, Grooming, Influence, Coercion, Manipulation, Bribery	I understand what child sexual exploitation is. I can explain a range of ways to reduce the risks associated with being online. I can offer good advice to a friend having trouble online.	Relationships		T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Digital Literacy	N/A	R5E/C8L5/89
Introduction to Drugs Education (Lesson 1)	Staying Safe, Online & Offline	Year 9	To define the term drug and understand the different forms it can take. To explore why people use drugs. To evaluate the impact drug use is having on society.	Inhalants, Huffing, VSA, Addiction, NHS, Prescription drugs, Socially acceptable, Chronic Disease	I know what different types of drugs are. I understand a range of things people can become addicted to. I understand how experimenting with drugs can impact me and my family.	Health & Wellbeing		T5 - Drugs + Tobacco + Alcohol	N/A	Peer Influence, Substance Use & Gangs	N/A	R5E/C8L5/223
Drugs - Cannabis Products	Staying Safe, Online & Offline	Year 9	To understand the different forms and street names given to cannabis. To explore why some people take cannabis. To evaluate whether cannabis should be legalised in the UK.	Cannabis, THC, CBD Products, Cannabis Oil, Legality, Class B	I understand the different forms cannabis comes in. I know the legal status of Cannabis. I can evaluate the arguments for and against legalisation of cannabis.	Health & Wellbeing		T5 - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	Drugs & Alcohol	R5E/C8L5/78
Drugs and their Classifications	Staying Safe, Online & Offline	Year 9	To consider the differences classification of drugs. To explore the legal classifications of 36 drugs. To understand the key aspects of the UK's drug policy.	Class A, Class B, Class C, Supply, Possession, Distribution, Psychoactive Substances, Medicine Act 1968	I can explain the different legal classifications of drugs. I can define and identify psychoactive substances. I can identify different ways drugs can cause harm to society.	Health & Wellbeing	H26, H27, H28, R20 K34 H19	T5 - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	N/A	R5E/C8L5/82
Drugs - Illegal Drugs (Party Drugs)	Staying Safe, Online & Offline	Year 9	To explore the way 'party' drugs affect users and can put them in dangerous situations. To learn about a range of 'illegal' drugs (Magic Mushrooms, MDMA, Ecstasy, LSD). To explore the link between county line gangs and drugs (deal lines).	Shrooms, Psychoactive, Hallucinogens, LSD, MDMA, Cocaine, Stimulant, Acid, Trip, Class A	I identify the risks associated with 'illegal party' drugs. To understand how gangs profit from the illegal drugs market at the expense of young people. To understand why drugs can become so addictive for the users.	Health & Wellbeing	H26, H27, H28, R20 K34 H19	T5 - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	N/A	R5E/C8L5/84
Drugs Illegal - (Class A and B)	Staying Safe, Online & Offline	Year 9	To learn more about a variety of Class A and B drugs and the impact these drugs have on users. To evaluate what support networks are available to help support those who use.	Class A, Psychological effects, Stimulants, Crystal Meth, Speed, Amphetamines	I understand the risks associated with taking illegal drugs. I can explain the negative impact drug abuse has on society. I know where to source reliable and credible drugs information from.	Health & Wellbeing	H26, H27, H28, R20 K34 H19	T5 - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	N/A	R5E/C8L5/85
Volatile Substance Abuse	Staying Safe, Online & Offline	Year 9	To explore the short term, long term and chronic effects of VSA. To evaluate what harm VSA is having on the individual and on society and what can be done to help those who abuse.	Volatile Substance Abuse, New Psychoactive Substances, Addiction, Chronic Effects	I can define Volatile Substance Abuse. I can explain the short and long term effects of VSA. I can identify why some things are more socially acceptable than others.	Health & Wellbeing		T5 - Drugs + Tobacco + Alcohol	N/A	Exploring Influence	N/A	R5E/C8L5/65
Different Types of Addictions	Staying Safe, Online & Offline	Year 9	To define the term substance addiction. To understand the different types of addictions that people can have. To evaluate whether sugar is more addictive than cocaine.	Inhalants, Gaming, Sugar, Nicotine, Alcohol, Prescription Drugs, Social Media, Substance Misuse	I can define an addiction. I can name a wide range of things people can become addicted to. I understand the problems linked to an addiction.	Health & Wellbeing	K34 H19, H20, H21	T5 - Drugs + Tobacco + Alcohol	N/A	Drugs & Alcohol	Peer Influence, Substance Use & Gangs	R5E/C8L5/244

CURRICULUM TOPIC

Life Beyond School

LESSON TITLE	UNIT	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association Core Themes	PSHE Association - Specific Links	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CODE
Instagram Generation (Its Ok to feel down)	Life Beyond School	Year 10	To explore the link between body image and social media. To understand how hyper-edited social media can distort our view on the real world. To explore what makes social media sites so popular.	Hyper filtered, Body image, Self Esteem, Vloggers, Streaming, Creative, Instagram, Selfie	I understand the concepts of hyper-edited and hyper filtered media. I know why social media is so popular with young people. I understand the negative impact social media has on body image and self esteem.	Health & Wellbeing		T2 - Internet Safety & Harmful Behaviour		Healthy Lifestyles	N/A	R5E/C8L5/181
FC - Targeted Advertising - Online	Life Beyond School	Year 10	To describe the three main types of targeted advertisements and explain how they work. To explore the role of the advertising standards agency (ASA). To evaluate the role targeted advertising plays in the outcomes of the 2016 Brexit vote.	Contextual, Geotargeted, Retargeted, Targeted Advertisements, Pop Ups, ASA	I can explain how geotargeted, contextual and retargeted advertisements work. I can explain the role of the Advertising Standards Agency. I know when I am being subjected to targeted advertisements online.	Living in the wider World	K34 L26 L26	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Digital Literacy	N/A	R5E/C8L5/182
Marriage - What is it? (Forced Marriage)	Life Beyond School	Year 10	I can describe what marriage is and what marriage is not. I understand the legal position of gay marriage across different countries in Europe. Evaluate a range of views on sex before marriage.	Marriage, Divorce, Love, Companionship, commitment, Cohabitation, Civil Partnership	I can explain what marriage is and what it is not. I can explain the law around Gay Marriage in the UK and Europe. I know a range of views on sex before marriage.	Relationships	K34 R4, R10	N/A	T1 - Families	Respectful Relationships	N/A	R5E/C8L5/183
Consumer Protection & rights	Life Beyond School	Year 10	To understand what ethical business practices are. To understand the rights and responsibilities of consumers. To evaluate the impact the Consumer Rights Act 2015 has had on society.	Sustainability, ethical, rights, responsibilities, Consumer, CAB, Office of Fair trading, Fairtrade	I can identify unethical business practices. I know my consumer rights and responsibilities. I can explain how both consumers and business can drive better working practices.	Living in the wider World		N/A	N/A	N/A	Financial Decision Making	R5E/C8L5/185
Rights and Responsibilities	Life Beyond School	Year 10	To define the terms rights, responsibilities and moral duties. To understand the different types of rights and responsibilities that exist. To study the differences between civil law and criminal law.	Civil law, Criminal Law, Rights, Responsibilities, Moral, Political, Legal	I understand the duties of a citizen in the UK. I can identify many different rights and responsibilities I have. I can explain the difference between civil and criminal law.	Living in the wider World		N/A	N/A	Diversity	N/A	R5E/C8L5/186
Employment Rights	Life Beyond School	Year 10	To identify a variety of employment rights and responsibilities in the UK. To understand different issues related to employee rights. To explore the gender pay gap in society.	Employers, Employment tribunal, Equality Act 2010, Equal opportunities, Trade union, unfair dismissal	I know a range of employment rights and responsibilities. I know the minimum amounts per hour employees must be paid. I understand the term 'Gender pay gap'.	Living in the wider World	K34 L21	N/A	N/A	Employability Skills	Community & Careers	R5E/C8L5/187
Understanding a Payslip	Life Beyond School	Year 10	To understand what the common features of a payslip are. To be able to work out using calculations Gross Pay and Net Pay on a payslip. To evaluate the importance of paying tax and NI contributions.	BACS, Deductions Payslip, Net Pay, Gross Pay, National Insurance, Salary, Tax, NI, Tax Code, PAYE	I understand how to interpret a payslip. I know how to work out Gross Pay and Net Pay on a payslip. I am aware of all the deductions that are likely to come out of my salary when I'm older.	N/A		N/A	N/A	Employability Skills	N/A	R5E/C8L5/188
Time Management - Technology	Life Beyond School	Year 11	Explore how technology and social media can negatively impact on your mental health. To evaluate how technology and smart phones can both be rewarding and damaging in our lives.	Addiction, FOMO, Blue Light, Smart phone, Social media, Echo Chambers, Filter Bubbles	I am aware of the dangers associated with smart phone and screen addiction. I understand what makes a good environment to sleep and study in. I can explain the benefits and drawbacks of increasing use and reliance on technology in my life.	Living in the wider World	K33 H13 K34 H12	T2 - Internet Safety & Harmful Behaviour	N/A	Building For the Future	N/A	R5E/C8L5/190
Dealing With Exam Stress & Anxiety	Life Beyond School	Year 11	To understand the science behind 'Fight' or 'Freeze' responses to stress. To recognise that stress is only beneficial in the short term and over the long term can affect you physically and emotionally. To understand how to manage stress and relaxation.	Relaxation, stress and calmness Para-sympathetic, Cortisol, Hormones, Meditation, Yoga, Diet	I can identify the symptoms of stress. I know range of ways to deal with any exam stress. I have. I understand how different amounts of stress can impact my performance and ability to think clearly.	Health & Wellbeing		T6 - Health & Prevention	N/A	Next Steps	Building For the Future	R5E/C8L5/192
Social Media Validation Vs Reality	Life Beyond School	Year 11	To explore the impact social media influencers have on society. To identify coping strategies for social media wellness and improving self esteem.	Online Identity, Self Esteem, Addiction, Influencer, fake profiles	I am aware that what I see on social media is not reflective of real life. I can explain the positive and negative impact following social media influencers has on me. I can identify the four main ways social media stresses people.	Health & Wellbeing		T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Digital Literacy	Extension & Radicalisation	R5E/C8L5/193
Writing a Personal Statement	Life Beyond School	Year 11	To understand what a personal statement is. To explore when a personal statement may be needed. To be confident in writing a personal statement that reflects your abilities and ambitions.	Personal Statement, CV, Skills, Qualities, University, Achievements, applications	I know why a Personal Statement is important. I am able to write my own Personal Statement. I understand when a Personal Statement may be required.	Living in the wider World	K33 L2	N/A	N/A	Next Steps	N/A	R5E/C8L5/206
CV Writing	Life Beyond School	Year 11	To understand the purpose of a CV. To understand how to create a clear and concise CV.	Qualifications, Interests, hobbies, relevant work experience	I understand why a CV is important. I am confident in creating my own CV. I understand how to layout a CV and what I should avoid in order to make it look professional.	Living in the wider World	K33 L2	N/A	N/A	Next Steps	N/A	R5E/C8L5/207
Importance of sleep and Relaxation	Life Beyond School	Year 7	To describe what actually happens when we sleep. To explore the benefits of good quality sleep. To explain how to improve sleep quality and where to source extra help and support from.	Routine, Regeneration, Growth, Memory, Environment, Immunity, Sleep hygiene	I understand what happens to me when I sleep. I can explain the benefits of good quality sleep. I know a range of strategies to improve my sleep.	Health & Wellbeing	K33 H15 K34 H11	T6 - Health & Prevention	N/A	Health & Purity	N/A	R5E/C8L5/163
Getting to Know People	Life Beyond School	Year 7	I understand the concept of trust. I can explain what I have in common with others across my class. To evaluate what it would take for society to truly flourish.	Trust, Honesty, Integrity, Self Esteem, Politicians, Society, Character traits	I can identify a range of people I trust in my life. I know a lot about other people in my class. I can identify positive character traits.	Health & Wellbeing		T1 - Mental wellbeing	N/A	Transition & Safety	N/A	R5E/C8L5/164

Transition Point in Your life	Life Beyond School	Year 7	Describe how people's feelings change during stages of transition Describe your feelings during times you have experienced transitions Identify ways of coping with transition points and how you would apply them to future times of change in your life To understand the meaning of the worst career To be aware of how careers education can help you plan for the future Recognise the limitations of making career choices based on 'dream' ideas To be aware of what considerations are involved in making realistic	Transition points, Consent, Change, Risk, Reflection	I understand the term transition I can explain the different career transition points in secondary school and beyond I am able to reflect on the feelings experienced during transition	Relationships	N/A	N/A	T2 - Respectful Relationships Inc Friendships	Transition & Safety	N/A	RSE/C&LS165
Careers and your Future	Life Beyond School	Year 7	To be aware of how careers education can help you plan for the future Recognise the limitations of making career choices based on 'dream' ideas To be aware of what considerations are involved in making realistic	Careers, Skills, Qualities, Future Aspirations, Career Opportunities	I am aware of how important careers education is I'm aware of how not to limit my future career options I'm aware of future opportunities in learning and work	Health & Wellbeing	K33 L2	T5 - Health & Prevention	N/A	Developing Life Skills & Aspirations	N/A	RSE/C&LS166
FC - Financial Education	Life Beyond School	Year 7	To describe the concept of money To explore positive and negative uses for money To discuss how the government spends money to help the country	Bartering, Currency, Money, wealth, transaction, debt, Exchange, Austerity, HM Treasury	I can explain the three purposes of money I understand how money can influence the world in positive and negative ways I can identify key areas of government expenditure	N/A	L16	N/A	N/A	Financial Decision Making	N/A	RSE/C&LS167
What are enterprise Skills	Life Beyond School	Year 8	Be able to effectively work as part of a team and research the issues and come up with solutions Apply this understanding by redesigning an area of _____ School Evaluate what makes an effective and persuasive presentation Have Fun!!! To identify what is important for you and what you expect from yourself, taking into account the beliefs and expectations that others have of you I can describe my self esteem and understand ways to improve it To evaluate what self self love is	Life Skills, Enterprise, Entrepreneur, Teamwork, Leadership, Numeracy, Budget, Economy	I can work effectively as part of a team I know what makes good team work and leadership I can confidently pitch my ideas to an audience	Living in the wider World	K33 R15	N/A	N/A	Developing Life Skills & Aspirations	Employability Skills	RSE/C&LS169
Proud to be me	Life Beyond School	Year 8	To identify what is important for you and what you expect from yourself, taking into account the beliefs and expectations that others have of you I can describe my self esteem and understand ways to improve it To evaluate what self self love is	Emotions, Feelings, Thoughts, Past Behaviours, Understanding, Ambition, Ideal self Actual Self, Values	I can describe my own self esteem I have aspirations and am looking forward to the future I can describe what self self love is	Health & Wellbeing	N/A	N/A	N/A	Transition & Safety	Building Relationships	RSE/C&LS170
Careers interests and Jobs	Life Beyond School	Year 8	To help me think carefully about potential careers and focus on my interests and preferences To be aware that understanding myself and my interests will help shape my choices about KS4 Options and future career ideas	Pharmacist, Jeweller, Optometrist, Barista, Male/D, Forensics,	I can identify a wide range of jobs I understand that each sector in society contains many career opportunities I know how to plan for my future career	N/A	K33 L2	N/A	N/A	Developing Life Skills & Aspirations	N/A	RSE/C&LS171
Boosting Self Esteem	Life Beyond School	Year 8	To describe self esteem and how it impacts someone's life To explore ways to boost self esteem To evaluate the impact negative self talk can have on self esteem	Self Esteem, Self talk, body image, influencers, self esteem, positivity, body image	I understand ways to boost self esteem I can explain how the media and peers may impact my self esteem I can explain the importance of being body confident	Relationships	N/A	N/A	N/A	Building Relationships	N/A	RSE/C&LS172
FC -Labour Market Information	Life Beyond School	Year 8	To be aware of what labour market information (LMI) is and how it can be useful to you To be able to start using LMI to get a realistic picture of the labour market which will use to help me make decisions about future careers	Labour Market, Authority, Demography, globalisation, manufacturing, education, training	I understand what Labour Market Information is I can explain how it may impact local Labour Markets in the UK I can identify the main factors that impact Labour Market Information	N/A	N/A	N/A	N/A	Employability Skills	N/A	RSE/C&LS173
Failure to Success	Life Beyond School	Year 9	To understand how success and failure are often linked To explore what motivates people to achieve incredible things To evaluate the importance of resilience and learning from mistakes and failures	Success, failure, motivation, resilience, Empathy, Mistakes, Leadership, opportunities	I can explain how success comes from a failure I understand how to turn problems into opportunities I am a resilient person at school, home and in the community	Living in the wider World	N/A	N/A	N/A	Mental Health	N/A	RSE/C&LS175
Social Media and Online Stress FOMO	Life Beyond School	Year 9	To explore the link between mental health and social media usage To identify coping strategies to manage online stress Recognise that social media sometimes does not reflect real life	Online, social media, post, followers, Social currency, Online harassment, Settings, Privacy, Cyber Bullying	I can explain what online stress is I understand the link between mental health and social media usage I know how to keep my online data safe	Health & Wellbeing	N/A	N/A	T2 - Internet Safety & Harmful Behaviour	Emotional Wellbeing	N/A	RSE/C&LS228
First Aid - How to Administer CPR (Defibrillators)	Life Beyond School	Year 9	To understand the vital importance of First Aid as a life saving skill how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries To understand how to put someone in the recovery position and when to contact emergency services	Defibrillator, CPR, Choking, Recovery Position, St John Ambulance, BfF, Breathing Circuitation, airways	I am confident in giving someone basic first aid I know how to perform CPR and put someone in the recovery position I understand how and when to use a defibrillator to save someone's life	Health & Wellbeing	K33 H33 K54 H24	T7 - First Aid	N/A	Transition & Safety	Independence	RSE/C&LS176
Importance of Happiness - Improving Mental Health)	Life Beyond School	Year 9	To explore what happiness might mean to different people To explore why its OK for us to explore our own feelings and emotions To evaluate whether happiness truly exists	Belief, needs, wants, Inspiration, Future, dreams, ability	I can explain what happiness looks like for different people I can recognise my own emotions and how I'm feeling I have an opinion about whether happiness exists or not	Health & Wellbeing	K54 R1	T1 - Mental wellbeing	N/A	N/A	Transition & Safety	RSE/C&LS177
Anger Management	Life Beyond School	Year 9	To understand the science behind why someone gets angry To explore how our thoughts and feelings can impact what we do and say To understand how to deal with and manage anger	Angers, Triggers, Conflict Management, Emotions, Language, self awareness	I understand the science behind being angry I can recognise when I'm getting angry and what my triggers are I am able to deal with my anger in a positive way	Relationships	K33 R19	N/A	T2 - Respectful Relationships Inc Friendships	Respectful Relationships	N/A	RSE/C&LS178
Importance of saving money	Life Beyond School	Year 9	To define a variety of banking and financial key terms To understand the importance of saving money and the different methods of storing it To be able to identify the difference between essential and non-essential expenditure	DEPOSIT BOX BRANCH, DEBIT CARD, BANK ACCOUNT, NEEDS, WANTS, BUDGET, DEBIT	I understand the meanings of a wide range of financial key terms I can evaluate different ways of storing money I can explain the many advantages of having a bank account	N/A	K33 H32 + K54 H25 L16	N/A	N/A	Y7 Financial Decision Making	Financial Decision Making	RSE/C&LS180

CURRICULUM TOPIC

Relationships and Sex Education

LESSON TITLE	UNIT	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association Core Themes	PSHE Association - Specific Links	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CODE
FGM	Relationship and Sex Education	Year 10	To understand what FGM is and to know that FGM is illegal and where you can go for help and support To explore the social and economic excuses used by people to encourage FGM To evaluate the best way to campaign against FGM practices here in the UK	Social, Economic, Financial, illegality, Culture, Elders, Mutilation, Inheritly, Preventable	I understand the dangers associated with FGM I can explain the economic and social excuses made for committing FGM I know how to support someone at risk of FGM	Relationships	K33 H22	N/A	T4 - Being Safe	Families	Health & Puberty	RSE/C&LS117
Sexting 'Nudes and Dick Picks'	Relationship and Sex Education	Year 10	To understand the legal, emotional and social consequences of sexting sexts To explore the reasons why people send sexts, nudes and dick pics To be able to deal effectively assertively with requests and pressure to send sexts	Sexting, Nudes, Dick Picks, Peer Pressure, Consent, Revenge Porn, Consequences, Take Down Policy	I can explain a range of possible consequences linked to sending and receiving sexts I know a good range of responses to a request for a sext message I know where I can get further help and support on issues related to sexting and explicit images ending up online	Living in the wider World	K33 R30 K54 R22	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Intimate Relationships	Identity & Relationships	RSE/C&LS118
Online Pornography (Myths vs Reality)	Relationship and Sex Education	Year 10	To outline what is and is not legal in terms of pornography To identify the differences between what is legal and what happens in real life To look at the impact of porn on society and relationships	Revenge Porn, Extreme Porn, Sexting, Child Pornography, legal, sexual excitement, stimulation	I understand which types of Pornography are legal I understand the differences between real life sex and Porn life sex I can explain the impact porn is having on society and relationships	Relationships	K33 R8 K54 R8	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Intimate Relationships	Healthy Relationships	RSE/C&LS119
Domestic Abuse and Domestic Violence	Relationship and Sex Education	Year 10	To describe a positive and healthy relationship To understand the different types of abuse that exist To identify where to turn to for help with abusive relationships	Coercion, Domestic Abuse, Domestic Violence, Intimidation, Emotional physical and sexual Abuse	I can describe what domestic abuse and domestic violence is I understand a range of things that can cause conflicts in a relationship I understand the barriers and coping strategies for leaving an abusive relationship	Relationships	N/A	N/A	T1 - Families	Respectful Relationships	N/A	RSE/C&LS120
Sexualisation of the media	Relationship and Sex Education	Year 10	To explore the impact sexualisation of the media is having on teenagers To identify the links between body image and the media's influence on it To evaluate whether shows like Love Island teach viewers about morals and ethics	Social media influencers, Sexualisation, ASA, Mental Health, Body image	I can describe the impact sexualisation of the media is having on society I know what a positive or healthy body image is I can explain why comparing myself to those I see in the media can damage my mental health and self esteem	Relationships	K33 H3 K54 H3	N/A	T3 - Online + Media	Intimate Relationships	N/A	RSE/C&LS121
Unhealthy Relationships, Sexual Assault and Rpe	Relationship and Sex Education	Year 10	To explore the laws regarding rape and sexual assault To understand how unhealthy behaviours and an imbalance of power in a relationships could lead to violence and sexual assault To explore what qualifies to look for in a healthy loving relationship	Sexual Assault, Rape, Genitals, Explicit, Consent, Abuse, Referral Centres	I can recognise what behaviours are unacceptable in a healthy relationship I can explain the law in regard to sexual assault and rape I know the important qualities to look for in a future partner that will keep me safe	Relationships	K54 R28, R29, R30	N/A	T5 - Intimate R & Sexual Health	Healthy Relationships	N/A	RSE/C&LS122
Porn and its impact on Society - Lesson 2	Relationship and Sex Education	Year 10	Understand the differences and similarities between sex in real relationships and that which is featured in pornography Explore how porn can access to pornographic material can affect attitudes and beliefs towards sex, relationships and self	Pornography, Culture, Sex, legal, Legal, Society, Revenge Porn,	I understand why porn negatively influences people's behaviours in society I can identify a wide range of issues that are under represented in porn I know what revenge porn is and the law surrounding it	Relationships	K33 R8 K54 R8	N/A	T5 - Intimate R & Sexual Health	Intimate Relationships	Healthy Relationships	RSE/C&LS123
Peer on Peer Abuse	Relationship and Sex Education	Year 11	To define the term Peer on Peer abuse and understand what constitutes abuse To explore circumstances when peer pressure becomes peer abuse To evaluate what support networks are available to help support those in need	Peer abuse, Domestic Violence, Honour, CSE, Equality, Respect	I can describe what abuse is I understand the different forms peer abuse can come in I know where to seek support and help if myself or a peer is suffering abuse	Relationships	K33 R42 R43 R44 R45	N/A	T1 - Families	Influence, Substance Use & C	Healthy Relationships	RSE/C&LS125
Fertility - what impacts it	Relationship and Sex Education	Year 11	To define and describe the human fertilisation process at a cellular level To explore what makes women men fertile and understand ways to improve fertility To understand the various ways women can become pregnant including IVF Treatment	IVF, Gut Flora, Fertility, Immunisation, Fertilisation, artificial Insemination, Sperm Bank, Surrogate	I understand what impacts fertility for men and women I can explain lifestyle changes that improve fertility I can explain the process of IVF Treatment	Relationships	H26, H30, H31, H32, R24, F	N/A	T5 - Intimate R & Sexual Health	Families	N/A	RSE/C&LS126
Alcohol, Parties and Bad Choices	Relationship and Sex Education	Year 11	To explore the risks associated with house parties and alcohol To explore alcohol abuse and drink spiking and the risks associated with both To evaluate what and who impacts our decisions about our own health	Sexual Health, Anti-Social Behaviour, Drug Abuse, Binge Drinking, Urns, Drink spiking, CBE, CB	I know the risks associated with house parties and I can explain how risky alcohol decision making is always by to take positive decisions in relation to my own health and safety	Relationships	K33 H27, K54 H20, R20	N/A	T5 - Intimate R & Sexual Health	Exploring Influence	N/A	RSE/C&LS127
Importance of Sexual Health	Relationship and Sex Education	Year 11	To increase awareness of the importance of a young person's sexual health To explore common myths about pregnancy and fertility Explore where to access further support, guidance and advice about sexual health	Sexual Health, STI, Contraception, Sexual Health, Pregnancy	I can define sexual health and reflect on my own I can explain the negative consequences of neglecting my sexual health I can identify a range of things that will and will not protect against pregnancy	Relationships	H36, R33 K54 H27 H22, H28	N/A	T5 - Intimate R & Sexual Health	Independence	Communication In Relationships	RSE/C&LS128
Revisiting Contraception	Relationship and Sex Education	Year 11	To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STIs or both	IUD, Diaphragm, Patch, Injection, Contraceptive Ring, Abstinence, Condom, Pill, Femidom, Transud, Douche	I understand the difference between Barrier and LARAC methods of contraception I can explain the symptoms of thrush in men and women I understand the importance of contraception and can evaluate the effectiveness of different methods	Relationships	H35, H36, R33 K54 H26, H29	N/A	T5 - Intimate R & Sexual Health	Communication In Relationships	N/A	RSE/C&LS129
Respect Love and Relationships	Relationship and Sex Education	Year 11	To understand the importance of respecting others and especially those we are in a relationship with To be able to describe what love is and what love is not To evaluate what support is available for someone in an abusive relationship	SEXUAL HEALTH, CLINIC, ACCESSIBLE SERVICES, FEARS, HELP DISRESPECT, ABUSE, UNHEALTHY	I can describe what love is and what love is not I can identify unhealthy features of a relationship I understand the wide range of risks associated with online relationships	Relationships	K54 R1, R4	N/A	N/A	Healthy Relationships	Communication In Relationships	RSE/C&LS124
Revisiting STIs	Relationship and Sex Education	Year 11	To understand the way STIs spread and the groups at higher risk To increase awareness of the process of a young person's sexual health consultation at a clinic To understand the differences between viral STIs and bacterial STIs	Bacterial, Viral, Parasitic, STI, HIV, HPV, Promiscuous, Infection, G, U, M, Clinic, Sexual health	I understand what happens at a sexual health clinic I can explain some differences between bacterial STIs and viral STIs I understand the risk of catching an STI with regard to various activities couples might engage in	Relationships	H36, R33 K54 H27, H28, H	N/A	N/A	Communication In Relationships	N/A	RSE/C&LS270
Consent and Boundaries	Relationship and Sex Education	Year 11	Understand what constitutes consent and why consent should always be respected To evaluate why personal space and boundaries are important when growing up To understand how to deal with situations in an assertive way	Consent, Self esteem, Boundaries, pressure, essential, comfortable, retractable, active, peer pressure	I can explain why personal space is important I understand what consent is and when it is given I can respond to people and situations in an assertive manner	Relationships	K33 R24 R25, R26, R27	N/A	T4 - Being Safe	Building Relationships	N/A	RSE/C&LS190
What does it mean to be a man in 2020?	Relationship and Sex Education	Year 7	To describe what it means to be a man in 2020 To explore gender stereotypes of masculine men To evaluate the characteristics of a 'good man' and not a 'mums man'	Masculinity - qualities or attributes regarded as characteristic of men	I know what it means to be a man I know the difference between a mans man and a good man I am confident in showing my emotions	N/A	N/A	N/A	T1 - Families	N/A	N/A	RSE/C&LS191
Managing Friendships & Relationships	Relationship and Sex Education	Year 7	To understand the different types of friendships that exist To understand what an unhealthy relationship might look like To explore what being a true friend to someone really entails	SECRETS, LIES, DISCLOSURE, SELF-DISCLOSURE, RELATIONSHIPS, Phubbing	I can recognise if I have unhealthy friendships I understand the importance of not disclosing information to online friends I am a good friend most if not all of the time	Relationships	K33 R1, R36	T1 - Mental wellbeing	T2 - Respectful Relationships Inc Friendships	Transition & Safety	Peer Influence, Substance Use & Gangs	RSE/C&LS192

What Makes a good Friend	Relationship and Sex Education	Year 7	To understand the importance of friendship and the qualities makes a good friend. To understand what is needed to make positive relationships with friends. To evaluate why some friendships can be more beneficial than others	Friendship, Loyalty, Trust, Toxic, qualities.	How to make new friends I understand what I'm looking for in a friend I understand the benefits of having friends but also the risks of toxic friendships	Relationships	K33 R13, R14, R41, R42	N/A	T1 - Mental wellbeing	T2 - Respectful Relationships Inc Friendships	Transition & Safety	N/A	R5E/C&LS/93
Respect and Relationships	Relationship and Sex Education	Year 7	To understand the wider range of relationships young people have To understand that different types of relationships will work in different ways To consider the differences between people and learn how to respect those differences	Affection, independence, Respect, differences, understanding, diversity	To identify a wide arrange of different relationships I understand the differences between a friendship and a relationship I know how to respect the rights of others and celebrate our differences	Living in the wider World	K33 R13, R14, R41, R42	N/A	T2 - Respectful Relationships Inc Friendships	Building Relationships	N/A	R5E/C&LS/94	
Being positive + Self Esteem	Relationship and Sex Education	Year 7	To understand that people can all feel the same range of emotions, but do not necessarily respond in the same way to similar situations To celebrate personal strengths and achievements and promote awareness of what can affect us	Opportunities, hopes, fears, worries, expectations, choices, problems, Positivity, Optimism	I regularly give other people compliments and try to be kind to others I can turn a problem into an opportunity I can explain my strengths and explain why it is important to be aware of my own emotions	Relationships	K33 H6 H8	N/A	T1 - Families	Building Relationships	N/A	R5E/C&LS/95	
Peer Pressure and Influence	Relationship and Sex Education	Year 7	To be able to explain why it is important to be confident and assertive. To understand how to cope with peer pressure. To understand when peer pressure can go wrong and how it can make someone else feel	Pressure, Coercion, Friends, Bullying, self esteem, Resilience, Independence	I can explain how peer pressure impacts people of all ages I understand the best way to deal with peer pressure I understand how I'm influenced and how my actions influence others	Relationships	K33 R13, R14, R41, R42	N/A	T1 - Families	Building Relationships	Drugs & Alcohol	R5E/C&LS/251	
RSE - Sexual Orientation	Relationship and Sex Education	Year 8	To understand the many different key terms and concepts that are used within this topic To Explore and challenge LGBT+ prejudices and stereotypes that are out there To understand the damaging impact homophobic language has on people	A Sexual, Pansexual, Bisexual, Queer, Heteroflexible, Heterosexual, Homosexual	I never use homophobic language even in casual conversation To understand and can define the wide range of sexualities that exist I understand where to turn to if I need more advice, support and homophobic	Relationships	K33 R3, R4, R5, R4 K4 R6	N/A	T1 - Families	Identity & Relationships	Communication In Relationships	R5E/C&LS/96	
RSE - What is Gender Identity	Relationship and Sex Education	Year 8	To explore a range of language used with gender identity To understand the Gender Recognition Act and the difference between sex and gender To explore and challenge gender prejudices and stereotypes that are out there	Transfeminine, Cis Male, Cis Female, Gender Recognition Act, Transgendered, Sex Gender, Gender Dysphoria	I know the difference between sex and gender I am aware of the full spectrum of genders I understand the different options available to those transitioning	Relationships	K33 R3, R4, R5, R4 K6 R6	N/A	T1 - Families	Identity & Relationships	Communication In Relationships	R5E/C&LS/97	
RSE - What is RSE	Relationship and Sex Education	Year 8	To understand the core aims of RSE in secondary schools To understand how physical touch may be different in a sexual relationship to any other relationship To explore what a healthy and unhealthy relationship might look like	Consent, Conflict, Unhealthy, Abuse, Relationship, Compulsory, resilience, boundaries	I know what good Relationships and Sex Education is I am able to give good relationship advice to others I can identify a range of rights that should be respected in a relationship	Relationships	N/A	N/A	T3 - Online + Media	Building Relationships	N/A	R5E/C&LS/98	
RSE - Healthy Respectful Relationships	Relationship and Sex Education	Year 8	Compare and contrast the characteristics of healthy and unhealthy relationships. Describe the potential impacts of power differences such as age, status or position within relationships.	Consent, boundaries, values, Sex, Relationships, trust, dignity, compromise, Friends, respect	I understand what a healthy relationship looks and feels like Able to identify characteristics of an unhealthy relationship Recognise how healthy the relationships are that you have with others	Relationships	K33 R1, R36	N/A	T5 - Intimate R & Sexual Health	Identity & Relationships	Building Relationships	R5E/C&LS/100	
RSE What is Love?	Relationship and Sex Education	Year 8	To define the term love and understand that it comes in many forms To understand the meaning of love between a couple and the expectations that form a positive romantic relationship	Feelings, love, relationships, friendships, jealousy, religion	I can explain what love is I understand the expectations that form a positive romantic relationship I can explain the many differences between love and sex	Relationships	K33 R1, R36	N/A	T5 - Intimate R & Sexual Health	Building Relationships	N/A	R5E/C&LS/101	
Introduction to Contraception	Relationship and Sex Education	Year 8	To describe the concept of abstinence To understand the three main other ways of reducing the risk of pregnancy To be able to identify a wide range of contraceptive methods	Abstinence, Barrier, Supress, Destrinon, Progesterone, Copper, IUS, IUD, Contraception	I understand what contraception is and the importance of using it I can identify a wide range of contraceptive methods available in the UK I understand a range of issues to consider with regard to contraception choice	Relationships	K35, H36, R33 K54 H26, H29	N/A	T5 - Intimate R & Sexual Health	Identity & Relationships	N/A	R5E/C&LS/102	
Periods and Menstrual Cycle	Relationship and Sex Education	Year 8	To understand the menstrual cycle and its role in human reproduction To understand how physical touch may be different in a sexual relationship to any other relationship To evaluate the role of hormones in the regulation of the body's functions	Oestrogen, menstruation, tampon, TSS	I understand how and why feminine protection is so absorbent and effective. I understand the menstrual cycle and its role in human reproduction I understand the role of hormones in the regulation of the body's functions	Health & Wellbeing	K33 H34, R5, R18 K34 R6	T6 - Changing Adolescent body	N/A	Independence	Health & Puberty	R5E/C&LS/217	
FGM and the Law	Relationship and Sex Education	Year 9	To revise the different parts of the female reproductive organs To understand what FGM is and to know that FGM is illegal and where you can go for help and support	Uterus, Ovaries, Vagina, Consent, Genitals, Hood, mutilation, Cultural, legality, criminal	I can identify and label all the external parts of the female sexual anatomy I understand the law regarding FGM in the UK I understand the dangers associated with FGM and know where to seek help and support	Relationships	K33 H22	N/A	T4 - Being Safe	Families	Health & Puberty	R5E/C&LS/103	
Y9 Sexual consent & Law	Relationship and Sex Education	Year 9	To know the legal definition of consent and the law surrounding it To understand the practicalities of consent and the importance of it To understand the consequences of sexual activity with no consent	Consent, sexual assault, rape, capacity, willingness, exploitation, legality	I understand the requirements for consent I know the law in relation to consent, sexual assault and rape I understand the vital importance of consent	Relationships	R24 R25 K54 R16, R20, R21	N/A	T4 - Being Safe	Identity & Relationships	Intimate Relationships	R5E/C&LS/104	
RSE - Pleasure and Masturbation	Relationship and Sex Education	Year 9	To define the terms pleasure, masturbation and sexual activities To explore the benefits and risks associated with masturbation To evaluate risks associated with different sexual activities and identify high and low risk activities and ways to mitigate the high risk	Clitoris, Penis, Masturbation, Oral Sex, Pleasure, Sensation, Orgasm, Private, addiction	I can define the terms pleasure and masturbation and give examples of each I understand the benefits and risks associated with masturbation I understand and can evaluate the risks associated with different sexual activities	Relationships	K34 R2	N/A	T5 - Intimate R & Sexual Health	Healthy Relationships	N/A	R5E/C&LS/105	
RSE - Delaying Sexual Activity	Relationship and Sex Education	Year 9	Understand the benefits of delaying sexual activity To know how to be assertive and deal with undue pressure Understand that you don't have to do anything you don't want to and consent and respect for each other should be paramount in any relationship	Consent, Abuse, Rights, Assertive, Passive and Aggressive	I understand the benefits of delaying sexual activity I understand the importance of being assertive with others I will stick up for myself in any future relationships	N/A	N/A	N/A	T5 - Intimate R & Sexual Health	Intimate Relationships	N/A	R5E/C&LS/106	
RSE - Why have Sex?	Relationship and Sex Education	Year 9	To understand the considerations to be taken before making a relationship sexual To understand the positive and negative reasons to have sex To explore the consequences of making a relationship sexual	LOVE, SEX, MARRIAGE, HAPPINESS, CORE QUALITIES, colab, contraception	I know a range of things to consider before engaging in sexual relations I can explain positive and negative reasons to have sex I understand the full range of consequences of making a relationship sexual	N/A	N/A	N/A	T5 - Intimate R & Sexual Health	Intimate Relationships	N/A	R5E/C&LS/107	
RSE - Relationships and partners	Relationship and Sex Education	Year 9	To understand the meaning of a healthy relationship between a couple and the expectations that form a positive relationship To understand the non physical characteristics someone might look for in a future partner To look at relationships and understand the	Relationship Intimate Friendship Familial Professional Abuse Psychological Emotional Sexual	I understand the main features that help to build a healthy relationship I know a range of non physical characteristics to look for in a partner I am able to evaluate if a relationship is positive and healthy or not	N/A	K34 R1, R4	N/A	T5 - Intimate R & Sexual Health	Intimate Relationships	N/A	R5E/C&LS/108	
What are STI's? (Main Types)	Relationship and Sex Education	Year 9	Name at least five common STDs and how they are transmitted. Understand the term safe sex compare sexual behaviours that put people at high, low or no risk for STD	STI, STD, Infection, Bacterial, Parasitic, Chlamydia, Syphilis, HIV, Contraception, Disease	Able to name at least 5 Sexually transmitted infections Understand the 23 main groups of STI's list at least 10 Able to describe some of the possible symptoms of having an STI	Relationships	H36, R33 K34 H27, H28, H	N/A	T5 - Intimate R & Sexual Health	Intimate Relationships	N/A	R5E/C&LS/109	
Treating STI's & clinics	Relationship and Sex Education	Year 9	To describe the key symptoms and risks associated with a variety of different STIs To understand the importance of sexual Health Clinics (GUM) and why young people after unprotected sex should always get themselves checked out/	Promiscuous, GUM, GP, STI, STD, Contraception, Bacterial, Viral, Parasitic	I can name a wide range of STIs I understand the key symptoms and risks associated with different STIs I understand the important role GUM clinics perform and what to expect from one	Relationships	H36, R33 K34 H22 H27, H28,	N/A	T5 - Intimate R & Sexual Health	Intimate Relationships	N/A	R5E/C&LS/110	
Contraception - Fact Hunt / Show & Tell	Relationship and Sex Education	Year 9	To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STIs or both	IUD, IUS, Diaphragm, Patch, Injection, Vasectomy, Contraception Ring, Abstinence, Condom, Pill, Femdom	I can name a wide range of contraceptive methods I understand how at least five different types of contraceptives work I know where I can access further reliable information on this topic	Relationships	K35, H36, R33 K54 H26, H29	N/A	T5 - Intimate R & Sexual Health	Intimate Relationships	Identity & Relationships	R5E/C&LS/111	
Contraception - Condom lesson	Relationship and Sex Education	Year 9	To understand the correct steps for using an external or male condom Describe three obstacles to condom use and explain how they can be overcome	Condom, Condom Demonstration, C-Card Scheme, Contraception, Yeast infection, Shaft, latex, external condom	I understand how to overcome obstacles to condom use I am able to explain all the steps to using a male condom I can explain the different intended uses for flavoured and non-flavoured condoms	Relationships	K35, H36, R33 K54 H26, H29	N/A	T5 - Intimate R & Sexual Health	Identity & Relationships	Intimate Relationships	R5E/C&LS/112	
Contraception Explored	Relationship and Sex Education	Year 9	To understand the block, suppress and disable methods to reducing the risk of pregnancy To explore which forms of contraception protect against pregnancy, STIs or both To know what thrust is the common symptoms of men and women	IUD, IUS, Diaphragm, Patch, Injection, Vasectomy, Contraception Ring, Abstinence, Condom, Pill, Femdom	I understand the difference between Barrier and LARC methods of contraception I can explain the symptoms of thrush in men and women I understand the importance of contraception and can evaluate the effectiveness of different methods	Relationships	K35, H36, R33 K54 H26, H29	N/A	T5 - Intimate R & Sexual Health	Intimate Relationships	Communication In Relationships	R5E/C&LS/113	
Sexual Harassment & Stalking	Relationship and Sex Education	Year 9	To define the terms stalking and harassment To explore the differences between flirting and sexual harassment To understand the laws surrounding Stalking and Harassment (PHA 1997, EA 2010 & PFA 2012)	Stalking, Criminal, Equality Act, Discrimination, Protection from Harassment Act 1997	I can define stalking and sexual harassment I know how the law responds to stalking and Harassment I know the differences between flirting and sexual harassment	Relationships	K34 R16, R29, L15	N/A	T5 - Intimate R & Sexual Health	Healthy Relationships	Communication In Relationships	R5E/C&LS/114	
HIV and AIDS	Relationship and Sex Education	Year 9	To define the terms HIV and AIDS and understand the difference between the different ways HIV can be transmitted and how to reduce the risk of transmission To evaluate the importance of support International World Aids Day	HIV, AIDS, Anti Viral, Infection, Immune system, CD4	I can define HIV and AIDS and explain the difference I understand the main ways HIV is transmitted from person to person I can explain the vital importance of World Aids Day	Relationships	N/A	N/A	T5 - Intimate R & Sexual Health	Intimate Relationships	Healthy Relationships	R5E/C&LS/115	
HIV - Discrimination and Prejudice	Relationship and Sex Education	Year 9	To understand the history of HIV and AIDS and understand the recent advances in HIV treatment and prevention To explore how the cycle of prejudice and discrimination towards HIV and AIDS sufferers can be broken	HIV, AIDS, PEP, PrEP, Anti Viral, Infection, Immune system, CD4	I know the history of HIV and AIDS I understand the prejudice and discrimination HIV and AIDS sufferers face I understand the recent medical advances in HIV treatment and prevention	Relationships	N/A	N/A	T5 - Intimate R & Sexual Health	Intimate Relationships	Discrimination	R5E/C&LS/116	

CURRICULUM TOPIC

Health & Wellbeing

LESSON TITLE	UNIT	YEAR	Learning Objectives	Key Terms - Literacy	Assessment Objectives	PSHE Association Core Themes	PSHE Association - Specific Links	Statutory Health 2020	Statutory RSE 2020	PA - Thematic Model	(2) PA - Thematic Model	CODE
Child Sexual Abuse (CSE)	Health & Wellbeing	Year 10	To define the term sexual abuse and understand the law relating to it To understand the importance of speaking out against any form of abuse To evaluate what support networks are available to those suffering sexual abuse	Sexual, Physical, Emotional, Neglect, Childline	I can define the term Child Sexual Abuse I know why it is important to speak out against sexual abusers I know how to get help if a friend or myself is being sexually abused	Relationships	N/A	N/A	T2 - Respectful Relationships Inc Friendships	N/A	Communication In Relationships	R5E/C&LS/152
Screen Time & Safe use of Mobile Phones	Health & Wellbeing	Year 10	Explore how technology and social media can negatively impact on your mental health To evaluate how technology and smart phones can both be rewarding and damaging in our lives	Technology, Addiction, Mental Health, Blue Light, FOMO, Echo Chambers, Filter Bubbles	Understand the history of the mobile phone To recognise the impact screen addiction is having on society and the individual I can define the terms filter bubble and echo chambers	Health & Wellbeing	N/A	N/A	T2 - Internet Safety & Harmful Behaviour	N/A	Building Relationships	R5E/C&LS/153
Suicide (Thought and Feelings)	Health & Wellbeing	Year 10	Be able to identify warning signs that you or a loved one are thinking about or contemplating suicide To understand how music can be used to help support people through difficult times To evaluate what support networks are available to help those in need	Self harm, Suicide, distressed, used, help, support, people through difficult times	I know how to look out for a friend in need I understand the differences between self harm and suicidal thoughts I know a playlists of songs that make me happy	Health & Wellbeing	K33 H11 H12 K34 H9 H10	N/A	N/A	N/A	Emotional Wellbeing	R5E/C&LS/154
Self Harm (Causes and Support available)	Health & Wellbeing	Year 10	To understand that self harm is a behaviour and not an illness To understand that people who self harm are trying to communicate that they are distressed To evaluate what support networks are available to help those that self harm	Self Harm, Self-Poisoning, Self Injury, Sensitivity to Stimulants, CamHarm App	I know the definition of self harm I can explain some of the triggers for self harm I know a range of ways to deal with stress, anger and trauma	Health & Wellbeing	K33 H11 H12 K34 H9 H10	N/A	N/A	Emotional Wellbeing	N/A	R5E/C&LS/155
Common Types of Mental Ill Health (Anxiety, Stress and Dep)	Health & Wellbeing	Year 10	To describe what mental health and a mental illness is To explore different types of mental illnesses To understand what you can do to help someone with their mental health	Misconception, Stigma, Tolerance, Anxiety, Depression, Trauma, Emotional Wellbeing, Mental Health Discrimination Act	I can explain the difference between mental health and mental illness I understand the different ways mental illnesses can be categorized I know how to support someone with their mental health	Health & Wellbeing	K33 H11 K34 H8 H9	N/A	T1 - Mental wellbeing	Mental Health	N/A	R5E/C&LS/156
Promoting Emotional Wellbeing (Exercise and Mental Wellb)	Health & Wellbeing	Year 10	Understand what wellbeing might look like in someone's life Understand the meaning of mental health and emotional wellbeing Learn strategies to improve my own and others emotional wellbeing	Wellbeing, Emotions, Cognitive Behavioural Therapy	I can explain what emotional wellbeing looks like I know how to improve my emotional wellbeing I can reflect on different areas of my life and how I feel about them	Health & Wellbeing	K33 H6 H7 & K34 H7	N/A	T1 - Mental wellbeing	Emotional Wellbeing	N/A	R5E/C&LS/157

Physical Health - Cancer (Testicular)	Health & Wellbeing	Year 11	I know the risk factors and common symptoms of testicular cancer I understand how to perform a testicular self examination I understand how difficult prostate cancer can be to detect	Prostate Cancer, Testicular cancer, examination, malignant, tumours, self-examination, biopsy	I can explain the signs and symptoms of testicular cancer I know how to conduct a self-examination of mine or my boyfriend's testicles I understand what prostate cancer is	Health & Wellbeing	KS3 H19 KS4 H16	T6 - Health & Prevention	N/A	Health & Wellbeing	Independence	RSE/C&LS/156	
Physical Health - Cancer (Cervical and Breast)	Health & Wellbeing	Year 11	I know the risk factors and common symptoms of breast cancer I understand how to perform a breast self-examination I understand the importance of a smear test and cervical screening	Breast Cancer, self-examination, malignant, tumours, Cervical, Smear test, Ovarian Cancer	I can explain the signs and symptoms of breast cancer I know how to conduct a self-examination of mine or my girlfriend's breasts I understand the significance of a smear test and cervical screening	Health & Wellbeing	KS3 H19 KS4 H16	T6 - Health & Prevention	N/A	Health & Wellbeing	Independence	RSE/C&LS/159	
Organ donation and Blood Donation	Health & Wellbeing	Year 11	To be aware of blood donation, and other forms of donation, including stem cell donation. To understand how the law on 20th May 2020 is changing in relation to Organ Donation. To evaluate the medical ethics of gene technology and stem cell research	Organ donation, Donor, transplant, Gene technology, Blood, Liver disease,	I am aware of different forms of organ donation and the NHS waiting lists I can explain the importance of giving blood I know how the law is changing in relation to organ donation	Health & Wellbeing	KS3 H15	T3 - Physical Health + Wellbeing	N/A	Health & Wellbeing	Independence	RSE/C&LS/160	
Teenage Pregnancy - Choices	Health & Wellbeing	Year 11	To understand the consequences of an unplanned pregnancy. To know what to do if you think you or a friend is pregnant. To understand the options available for unplanned pregnancies. Examine what is meant by abortion and the law regarding abortion. Consider different reasons why women have abortions. To be able to explain the religious and legal perspectives on abortion in the UK and Northern Ireland.	Abortion, Miscarriage, Pregnancy, Fertility, Adoption, GP, Pregnancy Test.	I understand the signs that someone may be pregnant I understand the range of options available to someone who is pregnant I can identify a range of methods that will and will not get me pregnant	Relationships	KS3 R33, R34 KS4 H30, H32	N/A	T5 - Intimate R & Sexual Health	Relationships	Intimate Relationships	RSE/C&LS/161	
Abortion (Laws, Moral, Thoughts and Feelings)	Health & Wellbeing	Year 11	To describe a positive and healthy relationship. To understand the different types of abuse that exist. To identify where to turn to for help with abusive relationships	Coercion, Domestic Abuse, Domestic Violence, Intimidation, Emotional physical and sexual Abuse	I can describe what domestic abuse and domestic violence is I understand a range of things that can cause conflicts in a relationship I understand the barriers and coping strategies for leaving an abusive relationship	Relationships	KS4 R30, R31, R34, R36	N/A	T1 - Families	Relationships	Respectful Relationships	RSE/C&LS/269	
RSE Love and Abuse	Health & Wellbeing	Year 11	To describe the emotional, social and physical changes that happen during puberty. To empathise with those that are starting puberty and understand how to support them. Will understand that girls and boys develop differently during puberty.	Puberty Hygiene Hormones vagina Penis adolescence social Emotional Physical	I understand the challenges that puberty brings I am able to empathise with others who are about to go through puberty I know the emotional, social and physical changes that happen during puberty	Health & Wellbeing	KS3 H34, R5, R18	T8 - Changing Adolescent body	N/A	Health & Wellbeing	Health & Puberty	RSE/C&LS/30	
Introduction to Puberty	Health & Wellbeing	Year 7	To understand the physical and emotional changes that happen to girls during puberty. I understand the basics of the menstrual cycle and the range of feminine protection products available	Oestrogen, Progesterone, Tampon, Sanitary Towel, Party Liner, Menstruation, Period, Fertilisation, Ova	I know the physical changes that happen to girls bodies, inside and out I understand the range of feminine protection products available and how they work I understand the main things that happen to a girl during her menstrual cycle	Health & Wellbeing	KS3 H34, R5, R18	T8 - Changing Adolescent body	N/A	Health & Wellbeing	Health & Puberty	RSE/C&LS/131	
Puberty - Girls (Periods DOUBLE LESSON)	Health & Wellbeing	Year 7	To describe the physical and emotional changes that happen to boys during puberty. To understand the challenges that boys face during puberty including erections, wet dreams and body image.	Urethra, Prostate, scrotum, testicle, Erections Penis Wet Dreams Ejaculation	I can identify all parts of the male reproductive system I am able to empathise with boys who are going through puberty I know the physical and emotional changes that happen to boys during puberty	Health & Wellbeing	KS3 H34, R5, R18	T8 - Changing Adolescent body	N/A	Health & Wellbeing	Health & Puberty	RSE/C&LS/132	
Puberty - Boys (Wet dreams + Erections)	Health & Wellbeing	Year 7	To understand the ways in which diet, exercise, hygiene and sleep contribute to being healthy. To understand how important personal hygiene is and how to achieve it	Deodorant, antiperspirant, Hygiene, bacteria	I understand the causes of body odour and how to prevent it I can explain how personal hygiene links to a healthy body I understand how to achieve high standards of personal hygiene	Health & Wellbeing	KS3 H19, H20	T6 - Health & Prevention	N/A	Health & Wellbeing	Health & Puberty	RSE/C&LS/133	
Puberty - Personal Hygiene	Health & Wellbeing	Year 7	To understand a range of issues that may impact you as you grow up to be an adult. To understand there are some cultural practices in the world that do not respect your body your rules principle and are unsafe and dangerous .	Menstruation, FGM, Breast ironing, Breast flattening, Impingement	I know how to look after my best interests in the future I understand a range of cultural practices that are legal and damaging for young people I understand the dangers of FGM and how to stop it from happening	Health & Wellbeing	KS3 H22 H34, R5, R18	T8 - Changing Adolescent body	N/A	Health & Wellbeing	Health & Puberty	RSE/C&LS/134	
Puberty - Growing Up (Menstruation and FGM)	Health & Wellbeing	Year 7	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.	Respect, differences, boundaries, Consent	I understand how to respect my own and others personal boundaries I understand the key elements to giving consent I can effectively communicate with others in an assertive way	Health & Wellbeing	KS3 H34, R5, R18	T8 - Changing Adolescent body	N/A	Health & Wellbeing	Peer Influence, Substance Use & Gangs	RSE/C&LS/135	
Puberty - Assertiveness, consent + Hormones	Health & Wellbeing	Year 7	To describe the concept of self esteem and recognise behaviours linked to low and high self esteem. Develop strategies to help someone who has low self esteem and to understand the wide range of influences on self esteem	Low self esteem, High self esteem, Empowerment, Climate activist	I can define low and high self esteem and give examples I understand a range of issues that may impact my own self esteem I know a wide range of ways to boost my own self esteem	Health & Wellbeing	KS3 H2 H6, H11, H12	T8 - Changing Adolescent body	N/A	Health & Wellbeing	Mental Health	RSE/C&LS/136	
Puberty - Self Esteem + Empowerment	Health & Wellbeing	Year 7	Understand what positive wellbeing might look like in someone's life To recognise a range of healthy and unhealthy habits we might have. To know a range of methods to improve my own and others health + wellbeing	Balanced Diet, Exercise, Mental Health, Physical Health, Mental Health, Vitamins	I understand the various definitions for Health and Wellbeing I can identify healthy and unhealthy habits people have I know a range of suggestions to improve my own wellbeing	N/A	KS3 H6: H11, H12	T1 - Mental wellbeing	N/A	Health & Wellbeing	Health & Wellbeing	RSE/C&LS/137	
Health & Wellbeing	Health & Wellbeing	Year 8	To understand the different forms of child abuse. To explore the importance of consent and boundaries in any relationship. To know who to talk to and where to access support and help in relation to any form of abuse	Neglect, Safeguarding, Policy, welfare, responsibility, Abuse	I can identify different forms of child abuse I can explain the importance of consent and boundaries I know where to access support and help regarding abuse	Relationships	KS3 H6 H7 & KS4 H7	N/A	T2 - Respectful Relationships Inc Friendships	N/A	Communication in Relationships	RSE/C&LS/138	
.Child Abuse (Physical and Emotional and Neglect)	Health & Wellbeing	Year 8	Describe the meaning of bullying and cyberbullying and the impact it can have on an individual Exploring appropriate ways of responding to committing, hurtful or intimidating behaviour. Explain where to seek support and advice on bullying/cyberbullying	Barter, Bullying, Cyber Bullying, Homophobic Bullying, Work Place bullying, Physical + Verbal	I can describe the impact bullying and barter has on people I can define and explain different types of bullying I can evaluate the way I treat other people	Relationships	R14, R23, R38, R40 KS4 R7,	N/A	T2 - Respectful Relationships Inc Friendships	Diversity	N/A	RSE/C&LS/139	
Types of Bullying and Responding to Bullying	Health & Wellbeing	Year 8	To define the term mental health. To explore why we say we are OK when we are not. To understand a variety of different types of mental illnesses and know some strategies to maintain positive mental wellbeing	PTSD, Anxiety, Depression, Physical, Mental, Wellbeing, Stress, Mental illness, schizophrenia	I can explain what mental health is I can identify a range of mental health symptoms I know how to look after my own mental health and wellbeing	Health & Wellbeing	KS3 H6: H11, H12	T1 - Mental wellbeing	N/A	Health & Wellbeing	Emotional Wellbeing	RSE/C&LS/140	
What is Mental Health?	Health & Wellbeing	Year 8	To understand what body image is. To explore what impacts body image for boys and girls. To understand ways someone can improve their own or a friend's self-esteem	Social media, selfie, body image, healthy, likes, body confidence, editing, celebrities, filters, followers, attention, comments	I can define the term body image I understand the pressures social media and society places on body image I know ways to raise my own self esteem and that of others	Health & Wellbeing	KS3 H3 KS4 H3	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Health & Wellbeing	Emotional Wellbeing	Building For the Future	RSE/C&LS/141
Positive Body Image	Health & Wellbeing	Year 8	To identify the components of a healthy diet. To understand the difference between good cholesterol and bad cholesterol. To understand how to replace unhealthy snacks and foods with healthier alternatives	Monounsaturated Fats & Polyunsaturated Fats, Cholesterol	I know what a balanced diet should consist of I can explain the difference between good and bad cholesterol I know ways to substitute unhealthy snacks with healthy snacks	Health & Wellbeing	KS3 H13, H14, H15	T6 - Health & Prevention	T4 - Being Safe	Health & Wellbeing	Health & Wellbeing	RSE/C&LS/142	
Healthy Eating and cholesterol	Health & Wellbeing	Year 8	To gain an understanding into what causes stress and how to deal with it. To recognise a lot of our more pleasurable times are when we are engaging with the world through our senses rather than thoughts.	Anxiety, stress, coping, strategy, anger, emotions, hormones, reactions	I can identify where stress comes from I know a range of ideas I could do to try and relieve stress I can explain the long term impact of stress on the body and mind	Health & Wellbeing	KS3 H6: H11, H12	T1 - Mental wellbeing	N/A	Health & Wellbeing	Building For the Future	RSE/C&LS/282	
Stress What is it L1	Health & Wellbeing	Year 8	To explore what a penis is and the make up of a sperm cell. To understand the male reproductive system. To understand the role testosterone plays in the body	Penis, Urethra, Scrotum, Testicle, Bladder, prostate gland, Vas. deferens, sperm	I am confident at labelling the male reproductive system I know the make up of a sperm cell I understand how testosterone impacts the body	Health & Wellbeing		T8 - Changing Adolescent body	N/A	N/A	N/A	Mental Health	RSE/C&LS/144
What is a Penis - Body confidence	Health & Wellbeing	Year 9	To explore what a vulva is and the make up of the vagina. To understand the female reproductive system. To understand the importance of cervical screening	Vulva, Vagina, Labia, Mons Pubis, Cervix, Uterus, Vagina, clitoris	I know the difference between a vulva and a vagina I can label correctly all parts of the female reproductive system I can explain what cervical screening is	Health & Wellbeing		T8 - Changing Adolescent body	N/A	N/A	N/A	Mental Health	RSE/C&LS/145
What is a vulva - Body Confidence	Health & Wellbeing	Year 9	I can define all three forms of HBT Bullying. To explore the impact HBT Bullying is having on young people in society. To evaluate what support schools and students can give to those impacted by the effects of HBT bullying	Homophobia, Biphobia, Transphobia, Bully, Victim, Racism	I know what HBT Bullying is I can explain how schools and charities are helping to tackle HBT Bullying I understand the devastating impact HBT bullying has on society	Relationships	R14, R23, R38, R40 KS4 R7,	N/A	T1 - Families	Relationships	Identity & Relationships	Diversity	RSE/C&LS/146
HBT - Bullying in all its forms	Health & Wellbeing	Year 9	To describe how photo editing and air brushing are contributing to a false sense of beauty. To explore what it means to be body positive and body neutral. To evaluate the impact advertisements are having on our self esteem	Airbrushing, Digital media, Photoshopping, Body positivity, insecurity, foundation, body neutrality	I know how unrealistic the images I see in the media are I can describe what it means to be body positive and body neutral I can explain the link between airbrushing and photo editing and self esteem	Health & Wellbeing	KS3 H3 KS4 H3	T2 - Internet Safety & Harmful Behaviour	T3 - Online + Media	Health & Wellbeing	Building Relationships	N/A	RSE/C&LS/148
Media and Air brushing (unrealistic Body image Expectations)	Health & Wellbeing	Year 9	To define the term self esteem and explain how it impacts us. To explore why people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.	Self-esteem, Resilience, Positive self talk, butterfly effect, Cerebellum	I can identify the difference between high and low self esteem I can explain how things influence someone's self esteem I know a range of ways to manage my own self-esteem	Health & Wellbeing	KS4 H2 H8, H6, H10	T1 - Mental wellbeing	N/A	Health & Wellbeing	Transition & Safety	Building For the Future	RSE/C&LS/149
How Self Esteem Changes	Health & Wellbeing	Year 9	To explore the health benefits of living a healthy lifestyle. To explore how diet, stress and life situations can impact on health. To evaluate the latest research on cancer prevention and healthy lifestyle choices.	Cancer, Prevention, Industrial Farming, Vegans, Industry, stress, diet, immunity, masturbation	I make healthy choices in my lifestyle I understand some of the latest research on cancer prevention I can explain how diet, stress and life situations impact on physical health	Health & Wellbeing	H11, H16 KS3 H17, H18 KS4	T6 - Health & Prevention	N/A	Health & Wellbeing	Independence	Health & Wellbeing	RSE/C&LS/151
Cancer Prevention + Healthy lifestyles	Health & Wellbeing	Year 9				Health & Wellbeing				Health & Wellbeing			