

## Year 1 overview

<b>Cycle /</b> <b>Key question:</b>	<b>Topic</b>	<b>In this unit of work, pupils learn...</b>
<b>Cycle 1a</b>  What helps us stay healthy?	<b>Health and wellbeing</b>  Being healthy; hygiene; medicines; people who help us with health	<ul style="list-style-type: none"> <li>• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>• that things people put into or onto their bodies can affect how they feel</li> <li>• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>• why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>• what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ul>
<b>Cycle 1b</b>  Who helps to keep us safe?	<b>Health and wellbeing</b>  Keeping safe; people who help us	<ul style="list-style-type: none"> <li>• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>• who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>• how to respond safely to adults they don't know</li> <li>• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>

<p><b>Cycle 2a</b> What is the same and different about us?</p>	<p><b>Relationships</b> Ourselves and others; similarities and differences; individuality; our bodies</p>	<ul style="list-style-type: none"> <li>• what they like/dislike and are good at</li> <li>• what makes them special and how everyone has different strengths</li> <li>• how their personal features or qualities are unique to them</li> <li>• how they are similar or different to others, and what they have in common</li> <li>• to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul>
<p><b>Cycle 2b</b> Who is special to us?</p>	<p><b>Relationships</b> Ourselves and others; people who care for us; groups we belong to; families</p>	<ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• about the different people in their family / those that love and care for them</li> <li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• about different features of family life, including what families do / enjoy together</li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>

<p><b>Cycle 3a</b></p> <p>What can we do with money?</p>	<p><b>Living in the wider world</b></p> <p>Money; making choices; needs and wants</p>	<ul style="list-style-type: none"> <li>• what money is - that money comes in different forms</li> <li>• how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>• how people make choices about what to do with money, including spending and saving</li> <li>• the difference between needs and wants - that people may not always be able to have the things they want</li> <li>• how to keep money safe and the different ways of doing this</li> </ul>
<p><b>Cycle 3b</b></p> <p>How can we look after each other and the world?</p>	<p><b>Living in the wider world</b></p> <p>Ourselves and others; the world around us; caring for others; growing and changing</p>	<ul style="list-style-type: none"> <li>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>• the responsibilities they have in and out of the classroom</li> <li>• how people and animals need to be looked after and cared for</li> <li>• what can harm the local and global environment; how they and others can help care for it</li> <li>• how people grow and change and how people's needs change as they grow from young to old</li> <li>• how to manage change when moving to a new class/year group</li> </ul>

## Year 2 overview

<b>Cycle /</b> <b>Key question:</b>	<b>Topic</b>	<b>In this unit of work, pupils learn...</b>
<b>Cycle 1a</b> What helps us to stay safe?	<b>Health and wellbeing</b>  Keeping safe; recognising risk; rules	<ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>
<b>Cycle 1b</b> What can help us grow and stay healthy?	<b>Health and wellbeing</b>  Being healthy: eating, drinking, playing and sleeping	<ul style="list-style-type: none"> <li>• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>• that eating and drinking too much sugar can affect their health, including dental health</li> <li>• how to be physically active and how much rest and sleep they should have everyday</li> <li>• that there are different ways to learn and play; how to know when to take a break from screen-time</li> </ul>
<b>Cycle 1c</b> How do we recognise our feelings?	<b>Health and wellbeing</b>  Feelings; mood; times of change; loss and bereavement; growing up	<ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> </ul>

		<ul style="list-style-type: none"> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>
<p><b>Cycle 2a</b></p> <p>What makes a good friend?</p>	<p><b>Relationships</b></p> <p>Friendship; feeling lonely; managing arguments</p>	<ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a friendship is making them unhappy</li> </ul>
<p><b>Cycle 2b</b></p> <p>What is bullying?</p>	<p><b>Relationships</b></p> <p>Behaviour; bullying; words and actions; respect for others</p>	<ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>

<p><b>Cycle 3</b> What jobs do people do?</p>	<p><b>Living in the wider world</b> People and jobs; money; role of the internet</p>	<ul style="list-style-type: none"><li>• how jobs help people earn money to pay for things they need and want</li><li>• about a range of different jobs, including those done by people they know or people who work in their community</li><li>• how people have different strengths and interests that enable them to do different jobs</li><li>• how people use the internet and digital devices in their jobs and everyday life</li></ul>
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## Year 3 overview

<b>Cycle /</b> <b>Key question:</b>	<b>Topic</b>	<b>In this unit of work, pupils learn...</b>
<b>Cycle 1a</b> What keeps us safe?	<b>Health and wellbeing</b> Keeping safe; at home and school; our bodies; hygiene; medicines and household products	<ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>• what to do in an emergency, including calling for help and speaking to the emergency services</li> </ul>
<b>Cycle 1b</b> Why should we eat well and look after our teeth?	<b>Health and wellbeing</b> Being healthy: eating well, dental care	<ul style="list-style-type: none"> <li>• how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>• how people make choices about what to eat and drink, including who or what influences these</li> <li>• how, when and where to ask for advice and help about healthy eating and dental care</li> </ul>

<p><b>Cycle 1b</b> Why should we keep active and sleep well?</p>	<p><b>Health and wellbeing</b> Being healthy: keeping active, taking rest</p>	<ul style="list-style-type: none"> <li>• how regular physical activity benefits bodies and feelings</li> <li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>
<p><b>Cycle 2a</b> How can we be a good friend?</p>	<p><b>Relationships</b> Friendship; making positive friendships, managing loneliness, dealing with arguments</p>	<ul style="list-style-type: none"> <li>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>
<p><b>Cycle 2b</b> What are families like?</p>	<p><b>Relationships</b> Families; family life; caring for each other</p>	<ul style="list-style-type: none"> <li>• <b>how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</b></li> <li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>• how people within families should care for each other and the different ways they demonstrate this</li> <li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>



<p><b>Cycle 3</b></p> <p>What makes a community?</p>	<p><b>Living in the wider world</b></p> <p>Community; belonging to groups; similarities and differences; respect for others</p>	<ul style="list-style-type: none"><li>• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li><li>• what is meant by a diverse community; how different groups make up the wider/local community around the school</li><li>• how the community helps everyone to feel included and values the different contributions that people make</li><li>• how to be respectful towards people who may live differently to them</li></ul>
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## Year 4 overview

<b>Cycle /</b> <b>Key question:</b>	<b>Topic</b>	<b>In this unit of work, pupils learn...</b>
<b>Cycle 1a</b> What strengths, skills and interests do we have?	<b>Health and wellbeing</b> Self-esteem: self-worth; personal qualities; goal setting; managing set backs	<ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>• how to set goals for themselves</li> <li>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>
<b>Cycle 1b</b> How can we manage our feelings?	<b>Health and wellbeing</b> Feelings and emotions; expression of feelings; behaviour	<ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, grief and change</li> <li>• how to access advice and support to help manage their own or others' feelings</li> </ul>
<b>Cycle 1c</b> How can we manage risk in different places?	<b>Health and wellbeing</b> Keeping safe; out and about; recognising and managing risk	<ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people's online actions can impact on other people</li> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> </ul>

		<ul style="list-style-type: none"> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>
<p><b>Cycle 2</b></p> <p>How do we treat each other with respect?</p>	<p><b>Relationships</b></p> <p>Respect for self and others; courteous behaviour; safety; human rights</p>	<ul style="list-style-type: none"> <li>• how people’s behaviour affects themselves and others, including online</li> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</li> <li>• the rights that children have and why it is important to protect these</li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>

**Cycle 3**

How can our choices make a difference to others and the environment?

**Living in the wider world**

Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions

- how people have a shared responsibility to help protect the world around them
- how everyday choices can affect the environment
- how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)
- the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
- how to show care and concern for others (people and animals)
- how to carry out personal responsibilities in a caring and compassionate way



## Year 5 overview

<b>Cycle /</b> <b>Key question:</b>	<b>Topic</b>	<b>In this unit of work, pupils learn...</b>
<b>Cycle 1a</b>  How can we help in an accident or emergency?	<b>Health and wellbeing</b> Basic first aid, accidents, dealing with emergencies; puberty; stereotypes	<ul style="list-style-type: none"> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> <li>• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> <li>• how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty</li> </ul>
<b>Cycle 1b</b>  How can drugs common to everyday life affect health?	<b>Health and wellbeing</b> Drugs, alcohol and tobacco; healthy habits	<ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• how laws surrounding the use of drugs exist to protect them and others</li> <li>• why people choose to use or not use different drugs</li> </ul>

		<ul style="list-style-type: none"> <li>• how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>
<p><b>Cycle 2</b> How can friends communicate safely?</p>	<p><b>Relationships</b> Friendships; relationships; becoming independent; online safety</p>	<ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>



<p><b>Cycle 3a</b> What decisions can people make with money?</p>	<p><b>Living in the wider world</b> Money; making decisions; spending and saving</p>	<ul style="list-style-type: none"> <li>• how people make decisions about spending and saving money and what influences them</li> <li>• how to keep track of money so people know how much they have to spend or save</li> <li>• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <li>• how to recognise what makes something 'value for money' and what this means to them</li> <li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul>
<p><b>Cycle 3b</b> What jobs would we like?</p>	<p><b>Living in the wider world</b> Careers; aspirations; role models; the future</p>	<ul style="list-style-type: none"> <li>• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>• that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• about the skills, attributes, qualifications and training needed for different jobs</li> <li>• that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>• how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>• how to question and challenge stereotypes about the types of jobs people can do</li> <li>• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>

## Year 6 overview

<b>Cycle /</b> <b>Key question:</b>	<b>Topic</b>	<b>In this unit of work, pupils learn...</b>
<b>Cycle 1</b>  How can we keep healthy as we grow?	<b>Health and wellbeing</b>  Looking after ourselves; growing up and puberty; becoming independent; taking more responsibility	<ul style="list-style-type: none"> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty</li> <li>• how mental and physical health are linked</li> <li>• how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>• how to make choices that support a healthy, balanced lifestyle</li> <li>• that habits can be healthy or unhealthy; strategies to help</li> <li>• change or break an unhealthy habit or take up a new healthy</li> <li>• one</li> <li>• how legal and illegal drugs (legal and illegal) can affect health</li> <li>• and how to manage situations involving them</li> <li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and</li> <li>• outside school</li> <li>• that health problems, including mental health problems, can</li> <li>• build up if they are not recognised, managed, or if help is not</li> <li>• sought early on</li> <li>• that anyone can experience mental ill-health and to discuss</li> <li>• concerns with a trusted adult</li> <li>● that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else</li> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> </ul>

		<ul style="list-style-type: none"> <li>• how to ask for advice and support about growing and changing and puberty</li> </ul>
<p><b>Cycle 2</b></p> <p>What will change as we become more independent?</p> <p>How do friendships change as we grow?</p>	<p><b>Relationships</b></p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p>	<ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>• how to prepare for starting secondary school</li> </ul>

<p><b>Cycle 3</b></p> <p>How can the media influence people?</p>	<p><b>Living the wider world</b></p> <p>Media literacy and digital resilience; influences and decision-making; online safety</p>	<ul style="list-style-type: none"><li>• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li><li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li><li>• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li><li>• how text and images can be manipulated or invented; strategies to recognise this</li><li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li><li>• to recognise unsafe or suspicious content online and what to do about it</li><li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li><li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li><li>• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li><li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li><li>• to discuss and debate what influences people's decisions, taking into consideration different viewpoints</li></ul>
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## YEAR 7 — MEDIUM-TERM OVERVIEW

Term:	Topic:	In this unit of work, pupils learn:
<b>Autumn 1 &amp; 2</b>	<b>Health and wellbeing</b>	<p><b>SELF CONCEPT</b></p> <ul style="list-style-type: none"> <li>To be able to identify their own personal strengths.</li> <li>To understand what can affect wellbeing and resilience (life changes, relationships, achievements and employment).</li> <li>How other people can have an impact on their self-esteem. How to build self confidence and self esteem.</li> </ul> <p><b>MENTAL HEALTH AND EMOTIONAL WELLBEING</b></p> <ul style="list-style-type: none"> <li>How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary.</li> <li>To distinguish between mental and physical health. Make a link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help seeking and mental health concerns.</li> <li>How they can look after their mental health.</li> </ul> <p><b>HEALTHY LIFESTYLES</b></p> <ul style="list-style-type: none"> <li>The importance of, and strategies for maintaining a balance between school, work, leisure exercise and online activities.</li> <li>How to look after their personal hygiene, including oral health and prevention of infection.</li> <li>Strategies to maintain physical health, including how to access health services when appropriate</li> <li>Why sleep is so important.</li> </ul> <p><b>MANAGING RISK AND PERSONAL SAFETY</b></p> <ul style="list-style-type: none"> <li>To identify risk and manage personal safety in increasingly independent situations (including online). To assess and reduce risk in relation to health, wellbeing and personal safety.</li> <li>How to respond to emergency situations. Including the basics of CPR.</li> </ul>

		<p><b>PUBERTY AND SEXUAL HEALTH</b></p> <ul style="list-style-type: none"> <li>Strategies to manage the Key physical and mental changes that are a typical part of growing up (including puberty and menstrual wellbeing).</li> </ul>
<p><b>Spring 1 &amp;2</b></p>	<p><b>Relationships</b></p>	<p><b>POSITIVE RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>About different types of family unit and the roles/ responsibilities of parents, carers and children.</li> <li>The nature and importance of stable long term relationships (including marriage and civil partnerships) for family life and bringing up children.</li> <li>How the media can provide unhealthy models for relationships (e.g. soaps), and the potential impact of this on people's expectations of relationships.</li> <li>About the range of positive qualities that people bring to relationships.</li> <li>The features of healthy relationships in different contexts. (e.g. family, friends, girlfriend/ boyfriend) and factors that can affect them.</li> <li>The indicators of positive healthy relationships and of unhealthy relationships including online.</li> </ul> <p><b>CONSENT</b></p> <ul style="list-style-type: none"> <li>That consent is freely given, that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances.</li> </ul> <p><b>RELATIONSHIP VALUES</b></p> <ul style="list-style-type: none"> <li>To recognise and clarify own core values in friendships, love and sexual relationships.</li> <li>How to maintain a healthy friendships, and the importance of trust in relationships and the behaviours that can undermine or build trust.</li> </ul> <p><b>FORMING AND MAINTAINING RESPECTFUL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>To develop and rehearse skills of team working, active listening, clear communication negotiation and compromise.</li> <li>To develop conflict management skills and strategies to reconcile after disagreements.</li> <li>How the breakdown of a relationship (including its digital legacy) and subsequent changes can impact individuals (including loss, separation, divorce and bereavement and how to access support).</li> </ul>

		<p><b>SOCIAL INFLUENCES</b></p> <ul style="list-style-type: none"> <li>• The impact of peer pressure and strategies to manage it. (including online). And the roles peers can play in supporting one another to resist pressure and influence; to challenge harmful social norms and access appropriate support.</li> <li>• How peer pressure can influence attitudes towards smoking.</li> </ul>
<p>Summer 1 &amp; 2</p>	<p><b>Living in the Wider World</b></p>	<p><b>LEARNING SKILLS</b></p> <ul style="list-style-type: none"> <li>• Study, organisational, research and presentation skills.</li> <li>• To set realistic yet ambitious targets and goals.</li> </ul> <p><b>CHOICES AND PATHWAYS</b></p> <ul style="list-style-type: none"> <li>• The benefits of setting ambitious goals and being open to opportunities in all aspects of life.</li> </ul> <p><b>WORK AND CAREER</b></p> <ul style="list-style-type: none"> <li>• About different work roles and career pathways, including clarifying my own early aspirations.</li> <li>• Different types of work, including employment, self-employment, and voluntary work.</li> </ul> <p><b>MEDIA LITERACY AND DIGITAL RESILIENCE</b></p> <ul style="list-style-type: none"> <li>• To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views.</li> <li>• To make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them.</li> </ul> <p><b>BRITISH VALUES AND DIVERSITY</b></p> <ul style="list-style-type: none"> <li>• To describe their own personal identity and understand their personal values.</li> <li>• The impact of stereotyping, prejudice, bigotry, bullying on individuals and communities.</li> <li>• To celebrate similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation.</li> <li>• What discrimination is, how to respond when being discriminated against and their responsibilities to others who are experiencing discrimination.</li> <li>• Key human rights and what this means for their life.</li> <li>• Key British values (democracy, rule of law, individual liberty, mutual respect for and tolerance of different faiths, beliefs</li> </ul>

	<p>and those without faith) and what this means for their life.</p> <ul style="list-style-type: none"> <li>About the British parliamentary system. (MPs, House of Commons, House of Lords)</li> </ul> <p>PERSONAL TARGET SETTING AND PORTFOLIOS</p> <ul style="list-style-type: none"> <li>To evaluate how their progress this year is helping/ hindering them from achieving their BHAG and identify next steps.</li> <li>To identify their own strengths, interests skills and qualities as part of the portfolio preparation process.</li> </ul>
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YEAR 8 — MEDIUM-TERM OVERVIEW		
Term:	Topic:	In this unit of work, pupils learn:
Autumn 1 & 2	Health and wellbeing	<p>SELF CONCEPT</p> <ul style="list-style-type: none"> <li>How the media portrays young people and how this impacts body image and physical health, including regarding body image, physical and mental health.</li> </ul> <p>MENTAL HEALTH AND WELLBEING</p> <ul style="list-style-type: none"> <li>How, and why, they should look after their mental health. (and recognise internal and external influences on decisions that affect their mental health).</li> <li>How to recognise when others need help with their mental health, including sources of help and support.</li> <li>Strategies to understand and build resilience as well as how to respond to disappointments and setbacks.</li> <li>How phones/ technology can impact emotions.</li> </ul> <p>HEALTHY LIFESTYLES</p> <ul style="list-style-type: none"> <li>How, and why they should look after their physical health, and recognise internal and external influences on decisions that affect their physical health.</li> <li>The importance of a balanced diet (including the risks of obesity and dieting)</li> <li>To recognise what might influence decisions about eating a balanced diet and strategies to manage eating choices.</li> <li>The purpose and importance of immunisation.</li> <li>The risks and myths associated with FGM. Its status as a criminal act and strategies to safely access support for</li> </ul>

		<p>themselves or others who may be at risk, or who have already been subjected to FGM.</p> <p><b>DRUGS ALCOHOL AND TOBACCO</b></p> <ul style="list-style-type: none"> <li>• The personal and social risks of substance use and misuse (benefits of not consuming alcohol and not smoking).</li> <li>• The concepts of dependence and addiction including awareness of help to overcome addictions.</li> </ul> <p><b>MANAGING RISK AND PERSONAL SAFETY</b></p> <ul style="list-style-type: none"> <li>• The dangers of knife crime and how they can keep themselves safe on the streets</li> </ul> <p><b>PUBERTY AND SEXUAL HEALTH</b></p> <ul style="list-style-type: none"> <li>• Why contraception is important (including the pill, condoms) and how to use them.</li> </ul>
Spring 1 &2	<b>Relationships</b>	<p><b>POSITIVE RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• How to have safe and successful relationships. Including the qualities and behaviours they should expect and exhibit in a variety of positive relationships, including school, wider society, family and friendships – (including online).</li> <li>• The difference between assigned/biological sex, gender identity and sexual orientation.</li> <li>• To recognise that sexual attraction and sexuality are diverse.</li> <li>• About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity age and sexual orientation.</li> </ul> <p><b>RELATIONSHIP VALUES</b></p> <ul style="list-style-type: none"> <li>• What expectations might be of having a girl/boyfriend. And to evaluate expectations about gender roles behaviour and intimacy within romantic relationships.</li> </ul> <p><b>FORMING AND MAINTAINING RESPECTFUL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• The features and indicators of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind).</li> <li>• To manage the strong feelings that relationships can cause (including sexual attraction).</li> <li>• How to maintain healthy relationships online. Including how to identify and reduce risk from people online that they do not already know, when and how to access help.</li> </ul>

		<p><b>CONSENT</b></p> <ul style="list-style-type: none"> <li>• The law relating to sexual consent. How to seek, give, not give and withdraw consent (including online).</li> <li>• That the seeker of consent is legally and morally responsible for ensuring that consent has been given, that if consent is not given or withdrawn, that decision should always be respected.</li> </ul> <p><b>BULLYING ABUSE AND DISCRIMINATION</b></p> <ul style="list-style-type: none"> <li>• To recognise bullying and its impact in all its forms and to have skills and strategies to manage being targeted or witnessing others being bullied.</li> <li>• How to challenge racist/ bigoted behaviour, and to understand the impact of stereotyping, prejudice and discrimination on individuals and relationships.</li> <li>• The unacceptability of sexist, homophobic, biphobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so. (including online)</li> <li>• The need to promote inclusion and challenge discrimination and how to do so safely, including online.</li> </ul>
<p>Summer 1 &amp; 2</p>	<p><b>Living in the Wider World</b></p>	<p><b>LEARNING SKILLS</b></p> <ul style="list-style-type: none"> <li>• To review strengths, interests, skills, qualities and values and how to develop them. Including the skills and qualities required to engage in enterprise.</li> <li>• The importance of being a lifelong learner.</li> </ul> <p><b>CHOICES AND PATHWAYS</b></p> <ul style="list-style-type: none"> <li>• The different work roles and career pathways, and to challenge stereotypes and family or cultural expectations that may limit aspirations.</li> </ul> <p><b>FINANCIAL CHOICES</b></p> <ul style="list-style-type: none"> <li>• To assess and manage risk in relation to financial decisions that young people might make.</li> <li>• About values and attitudes relating to finance, including debt.</li> <li>• To manage emotions in relation to money.</li> <li>• To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions. Including the moral and social impacts of their spending decisions. (including child labour, slave labour- link to human rights).</li> </ul>

	<p><b>MEDIA LITERACY AND DIGITAL RESILIENCE</b></p> <ul style="list-style-type: none"> <li>• How to protect their online identity, and to establish personal values and clear boundaries around aspects of life that they want to remain private. Pupils learn how to safely manage personal information and images online, including social media.</li> <li>• The benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues.</li> <li>• How the way people present themselves online can have a positive and negative impact on them.</li> </ul> <p><b>BRITISH VALUES AND DIVERSITY</b></p> <ul style="list-style-type: none"> <li>• How the labour market functions (including diversity of local and national employment opportunities and about self-employment).</li> <li>• What extremism is, why it is dangerous and how to challenge it.</li> <li>• How to defend and protect their human rights.</li> <li>• Potential challenges between human rights, British law and cultural and religious expectations and practices.</li> <li>• Why the legal voting age is 18 and why individuals argue against this.</li> </ul> <p><b>PERSONAL TARGET SETTING AND PORTFOLIOS</b></p> <ol style="list-style-type: none"> <li>1. To evaluate how their progress this year is helping/ hindering them from achieving their BHAG and identify next steps.</li> <li>2. To identify own strengths, interests skills and qualities as part of the portfolio preparation process.</li> </ol>
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<b>YEAR 9 — MEDIUM-TERM OVERVIEW</b>		
<b>Term:</b>	<b>Topic:</b>	<b>In this unit of work, pupils learn:</b>

<p><b>Autumn I &amp; 2</b></p>	<p><b>Health and wellbeing</b></p>	<p><b>SELF CONCEPT</b></p> <ul style="list-style-type: none"> <li>• A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support Including simple strategies to help build resilience to negative opinions judgements and comments.</li> </ul> <p><b>MENTAL HEALTH AND WELLBEING</b></p> <ul style="list-style-type: none"> <li>• The causes and triggers of unhealthy coping strategies, such as self-harm and eating disorders.</li> <li>• How stress can impact mental and physical health.</li> <li>• How social media can impact self-esteem.</li> </ul> <p><b>HEALTHY LIFESTYLES</b></p> <ul style="list-style-type: none"> <li>• How to examine one's own body to check for cancer (testicular/ breast examinations) The importance of taking more responsibility for own physical health including dental checkups and sun safety.</li> <li>• How cancer can be prevented (acknowledging that childhood/ teenage cancer can rarely be prevented).</li> </ul> <p><b>DRUGS ALCOHOL AND TOBACCO</b></p> <ul style="list-style-type: none"> <li>• The positive (e.g. eradication of disease) and negative (e.g. dependency) roles played by drugs in society. (inc. alcohol). Including the safe use of prescribed and over the counter medicines and responsible use of antibiotics.</li> <li>• About legal and illegal substances including alcohol, tobacco, shisha, cannabis. (Including short- and long-term health risks associated with their use). To evaluate myths, misconceptions, social norms and cultural values relating to drug alcohol and tobacco use.</li> <li>• To recognise and develop strategies to manage different influences (including peer influence) on decisions about the use of substances.</li> <li>• About the law relating to the supply, use and misuse of legal and illegal substances.</li> </ul> <p><b>MANAGING RISK AND PERSONAL SAFETY</b></p> <ul style="list-style-type: none"> <li>• How to perform basic first aid and life-saving skills, including CPR and defibrillators.</li> <li>• The risks associated with gambling and recognise that chance-based transactions carry similar risks. Strategies for managing peer and other influences relating to gambling.</li> </ul>
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		<p>PUBERTY AND SEXUAL HEALTH</p> <ul style="list-style-type: none"> <li>• How to protect themselves from STIs.</li> </ul>
Spring 1 &2	<b>Relationships</b>	<p>POSITIVE RELATIONSHIPS</p> <ul style="list-style-type: none"> <li>• To recognise that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex.</li> <li>• That marriage is a legal, social and emotional commitment, entered freely, and never forced upon someone through threat or coercion.</li> </ul> <p>RELATIONSHIP VALUES</p> <ul style="list-style-type: none"> <li>• About different levels of intimacy and their consequences, as well as recognising the right not to have intimate relationships until ready.</li> </ul> <p>FORMING AND MAINTAINING RESPECTFUL RELATIONSHIPS</p> <ul style="list-style-type: none"> <li>• How to put in boundaries between healthy and unhealthy relationships. And how to access the services available to support healthy relationships and manage unhealthy relationships.</li> <li>• To manage the influence of drugs and alcohol on decision making within relationships and social situations.</li> </ul> <p>CONSENT</p> <ul style="list-style-type: none"> <li>• To gauge readiness for sexual intimacy. To recognise that intimate relationships should be pleasurable.</li> <li>• The impact of sharing sexual images of others without consent. How to manage any request or pressure to share an image of themselves or others, and how to get help.</li> </ul> <p>CONTRACEPTION AND PARENTHOOD</p> <ul style="list-style-type: none"> <li>• The risks of unprotected sex and the options available in the case of unintended pregnancy.</li> <li>• The communication and negotiation skills necessary for contraceptive use in healthy relationships.</li> <li>• The roles and responsibilities of parents, carers and children in families.</li> </ul> <p>BULLYING, ABUSE AND DISCRIMINATION</p> <ul style="list-style-type: none"> <li>• The characteristics of abusive behaviours (grooming, sexual harassment, sexual and emotional abuse, violence and exploitation). How to recognise warning signs (including online) how to report abusive behaviours or access support.</li> </ul>

		<ul style="list-style-type: none"> <li>To understand cyber-bullying and its impact on individuals.</li> </ul> <p><b>SOCIAL INFLUENCES</b></p> <ul style="list-style-type: none"> <li>The difference between friendships and gangs (including the risks posed by membership of gangs on individuals, families and communities).</li> <li>That the need for approval can generate feelings of pressure and lead to increased risk taking.</li> <li>To develop strategies for managing pressure to join a particular group or gang and how to access appropriate support.</li> <li>The social, legal and physical consequences of gang behaviours, and how to create exit strategies from gangs.</li> <li>About motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon.</li> </ul>
<p>Summer 1 &amp; 2</p>	<p><b>Living in the Wider World</b></p>	<p><b>LEARNING SKILLS</b></p> <ul style="list-style-type: none"> <li>To practice the skills and attributes that employers value.</li> </ul> <p><b>CHOICES AND PATHWAYS</b></p> <ul style="list-style-type: none"> <li>The choices available to them at the end of KS3, sources of information, advice and support and the skills to manage the decision-making process.</li> <li>How my choices for Key Stage 4 will impact my choices at A-Level and beyond.</li> <li>About routes into work, training and other vocational and academic opportunities and progression routes.</li> </ul> <p><b>EMPLOYMENT RIGHTS AND RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>The laws and by-laws relating to young people's permitted hours and types of employment.</li> <li>To manage emotions in relation to future employment.</li> <li>The health and safety risks in the workplace and how to protect themselves.</li> </ul> <p><b>FINANCIAL CHOICES</b></p> <ul style="list-style-type: none"> <li>To recognise financial exploitation in different contexts e.g. drug money mules, online scams.</li> </ul> <p><b>MEDIA LITERACY AND DIGITAL RESILIENCE</b></p> <ul style="list-style-type: none"> <li>That features of the internet can amplify risks and opportunities (e.g. speed and scale of information sharing; blurred public/private boundaries and perception of anonymity).</li> </ul>

	<ul style="list-style-type: none"> <li>• That on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours.</li> <li>• To respond appropriately when things go wrong online, including confidently accessing support and reporting to authorities and platforms.</li> </ul> <p>BRITISH VALUES AND DIVERSITY</p> <ul style="list-style-type: none"> <li>• What homophobia, biphobia and transphobia are, why they are dangerous and how to challenge them.</li> </ul> <p>PERSONAL TARGET SETTING AND PORTFOLIOS</p> <ul style="list-style-type: none"> <li>• To evaluate how their progress this year is helping/ hindering them from achieving their BHAG and identify next steps.</li> <li>• To identify their own strengths, interests skills and qualities as part of the portfolio preparation process.</li> </ul>
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## YEAR 10 — MEDIUM-TERM OVERVIEW

Term	Topic:	In this unit of work, pupils learn:
Autumn 1 & 2	Health and wellbeing	<p>SELF CONCEPT</p> <ul style="list-style-type: none"> <li>• To accurately assess areas of strength and development, and where appropriate act upon feedback.</li> <li>• How self-confidence self-esteem and mental health are affected positively and negatively by internal and external influences, and ways of managing this.</li> <li>• Strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</li> </ul> <p>MENTAL HEALTH AND WELLBEING</p> <ul style="list-style-type: none"> <li>• The characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health.</li> <li>• How change can impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences.</li> <li>• A broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding</li> </ul>

		<p>negative thinking and for ways of managing mental health concerns.</p> <ul style="list-style-type: none"> <li>• To recognise some of the signs of depression, anxiety and stress and apply appropriate coping strategies.</li> <li>• To recognise and manage the triggers for unhealthy coping strategies (such as self-harm/ eating disorders).</li> <li>• To develop strategies to monitor and take responsibility for their own mental health.</li> </ul> <p><b>HEALTH RELATED DECISIONS</b></p> <ul style="list-style-type: none"> <li>• How to make informed lifestyle choices regarding sleep, diet and exercise.</li> <li>• The benefits of having a balanced approach to spending time online.</li> <li>• How to use the NHS responsibly and how/ where to obtain health information, advice and support (including sexual health services and contraception access). How to identify, evaluate and independently access reliable sources of information advice and support for physical and mental health.</li> </ul> <p><b>SEXUAL HEALTH AND FERTILITY</b></p> <ul style="list-style-type: none"> <li>• The different types of intimacy – including online – and their potential emotional and physical consequences (both positive and negative)</li> <li>• Some of the symptoms of STIs (including HIV/ AIDS) and how to prevent them, and how to respond if someone may have one.</li> <li>• To overcome barriers (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services.</li> <li>• How to use different forms of contraception and cancer prevention - how to check breasts/ testicles.</li> <li>• That fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors. and options available to those who are not able to conceive.</li> <li>• How lifestyle choices can impact a developing fetus.</li> </ul>
Spring 1 &2	<b>Relationships</b>	<p><b>POSITIVE RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• The characteristics and benefits of strong positive relationships including mutual support, trust, respect and equality.</li> <li>• To recognise when a relationship is unhealthy or abusive. And how to seek help if necessary.</li> <li>• The importance of stable committed relationships including the legal status of long-term relationships (marriage, civil partnerships and others).</li> <li>• The legal rights, responsibilities and protections provided by the Equality Act 2010.</li> <li>• To understand diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.</li> <li>• Strategies to access reliable accurate and appropriate advice and support with relationships, and how to support others.</li> </ul>

- The impact of pornography and how it can create unhealthy sexual expectations.

#### RELATIONSHIPS VALUES

- To recognise, clarify and perhaps challenge their own values and understand how values influence decisions, goals and behaviours.

#### FORMING AND MAINTAINING RESPECTFUL RELATIONSHIPS

- Strategies to manage the strong emotions associated with the different stages of relationships.
- To manage changes safely and responsibly in personal relationships, including the ending of relationships.
- The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances including ways to manage grief about changing relationships.
- About statutory or voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, divorce or bereavement.
- The opportunities and potential risks of establishing and conducting relationships online, and strategies to manage these risks. Including the legal and ethical responsibilities people have in relation to online aspects of relationships.

#### CONSENT

- The concept of consent in maturing relationships
- How to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity.
- To evaluate different motivations and contexts in which sexual images are shared and the possible legal, emotional and social consequences.

#### CONTRACEPTION AND PARENTHOOD

- How to choose and access appropriate contraception (including emergency) and negotiate contraception use with a partner.
- The pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option.
- The qualities of good parenting and their central importance to family life.
- The implications of young parenthood.
- The reasons why people choose to adopt / foster children.

		<p><b>BULLING ABUSE AND DISCRIMINATION</b></p> <ul style="list-style-type: none"> <li>• The impact of bullying on emotional and physical wellbeing.</li> <li>• Strategies to challenge all forms of prejudice and discrimination.</li> </ul> <p><b>SOCIAL INFLUENCES</b></p> <ul style="list-style-type: none"> <li>• To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons.</li> <li>• Skills to support younger peers when in positions of influence.</li> </ul>
<p>Summer 1 &amp; 2</p>	<p><b>Living in the Wider World</b></p>	<p><b>LEARNING SKILLS</b></p> <ul style="list-style-type: none"> <li>• To evaluate and further develop their study and employability skills.</li> <li>• To evaluate their own personal strengths and areas for development and use this to inform goal setting.</li> <li>• To reflect on how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability.</li> </ul> <p><b>CHOICES AND PATHWAYS</b></p> <ul style="list-style-type: none"> <li>• The range of opportunities available to them for career progression, including in education, training and employment.</li> <li>• The need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities.</li> <li>• The information, advice and guidance available to them on next steps and careers, how to access appropriate support and opportunities.</li> </ul> <p><b>WORK AND CAREER</b></p> <ul style="list-style-type: none"> <li>• The labour market, local, national and international employment opportunities.</li> <li>• Employment sectors and types and changing patterns of employment.</li> <li>• To research and take full advantage of any opportunities for work experience that are available.</li> <li>• To produce a CV which reflects their current achievements and skills, and to use this to develop career identity including values in relation to work.</li> <li>• To explain the benefits and challenges of cultivating career opportunities online; how to manage their online presence and its impact on career opportunities.</li> </ul>

#### EMPLOYMENT RIGHTS AND RESPONSIBILITIES

- Their rights and responsibilities at work (including their roles as 'workers', and the roles and responsibilities of employers or unions).
- How to challenge discrimination, and harassment in the workplace.
- About confidentiality in the workplace, when it should be kept and when it might need to be broken.

#### FINANCIAL CHOICES

- How to effectively budget, including the benefits of saving; how to make financial decisions, including recognising the opportunities and challenges involved in taking financial risks.
- The skills to challenge or seek support for financial exploitation in different contexts, including online.
- To evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment, full time, part time and zero hours contracts.

#### MEDIA LITERACY AND DIGITAL RESILIENCE

- To recognise that there are positive and safe ways to create and share content online and understand the opportunities this offers. Learn and use strategies for protecting and enhancing their personal and professional reputation online.
- That social media may disproportionately feature exaggerated or inaccurate information about situations or extreme viewpoints. To recognise why and how this can influence opinions and perceptions of people and events.
- How personal data is generated, collected and shared (including by individuals) and the consequence of this.
- How data may be used with the aim of influencing decisions, including targeted advertising and other forms of online personalisation, and strategies to manage this.
- Strategies to critically assess bias, reliability and accuracy in digital content.

#### BRITISH VALUES AND DIVERSITY

- To participate in Sixth Form hustings (democracy in action!).
- How to recognise a 'cult', to understand how it differs from other types of group and to understand how cults recruit.
- To reflect critically on extremism in the UK and its causes.

#### PERSONAL TARGET SETTING AND PORTFOLIOS

- To identify own strengths, interests skills and qualities as part of the portfolio preparation process
- To develop self-management skills through preparing for GCSE mock examinations (time-management, organisation, project planning).

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## YEAR 11 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn:
<b>Autumn 1 &amp; 2</b>	<b>Health and wellbeing</b>	<p><b>SELF CONCEPT</b></p> <ul style="list-style-type: none"> <li>To recognize and manage feelings about their body image, including the media’s portrayal of idealised body shapes.</li> </ul> <p><b>MENTAL HEALTH AND EMOTIONAL WELLBEING</b></p> <ul style="list-style-type: none"> <li>How to recognise when they or others need help with their mental health and wellbeing, to explore and analyse ethical issues when peers need help, strategies and skills to provide basic support and identify and access the most appropriate sources of help.</li> <li>To develop strategies to manage stress, anxiety and depression.</li> </ul> <p><b>HEALTH RELATED DECISIONS</b></p> <ul style="list-style-type: none"> <li>How sleep impacts mental and physical health.</li> <li>To assess and manage risks associated with cosmetic procedures including tattooing, piercings, the use of sun lamps and tanning salons.</li> <li>To explore and evaluate the benefits and disadvantages of cosmetic procedures.</li> <li>The purpose of blood organ and stem cell donation for individuals and society.</li> <li>The ways in which industries and advertising can influence health and harmful behaviours.</li> </ul> <p><b>DRUGS ALCOHOL AND TOBACCO</b></p> <ul style="list-style-type: none"> <li>The wider risks and consequences of legal and illegal substance use, including on personal safety, career, relationships, family, future lifestyle and wider consequences for communities.</li> </ul>

		<ul style="list-style-type: none"> <li>• The short and long-term consequences of substance use and misuse for the health and mental/ emotional wellbeing of individuals, families and communities.</li> <li>• To identify, manage and seek help for unhealthy behaviours, habits and addictions, including smoking cessation.</li> </ul> <p><b>MANAGING RISK AND PERSONAL SAFETY</b></p> <ul style="list-style-type: none"> <li>• Why the teenage brain is inclined to take risks and how this can be mitigated against.</li> <li>• How to keep themselves safe (including on roads, on the streets, during travel).</li> <li>• To increase confidence in how to perform emergency first aid (including CPR).</li> <li>• Ways to identify risk and manage personal safety in new social settings, workplaces and environments, including online.</li> <li>• To identify emergency risky situations and how to get appropriate help, including where there may be legal consequences. (e.g. drugs, alcohol, violent crime and gangs).</li> <li>• To build resilience to thinking errors associated with gambling (e.g. gamblers fallacy), understand the range of gambling related harms and how to access support.</li> <li>• To evaluate preventative measures in place for knife crime and their impact</li> </ul> <p><b>SEXUAL HEALTH AND FERTILITY</b></p> <ul style="list-style-type: none"> <li>• About the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy.</li> <li>• About choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice.</li> </ul>
Spring 1 &2	<b>Relationships</b>	<p><b>POSITIVE RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• The role of pleasure in intimate relationships, including orgasms.</li> </ul> <p><b>RELATIONSHIP VALUES</b></p> <ul style="list-style-type: none"> <li>• That there is diversity in faith and cultural expectations concerning relationships and sexual activity. And respect the role that these might play in relationship values.</li> </ul> <p><b>FORMING AND MAINTAINING RESPECTFUL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• To recognise unwanted attention in a variety of contexts (including harassment and stalking), and ways to respond and how to seek help.</li> </ul>

		<p><b>CONSENT</b></p> <ul style="list-style-type: none"> <li>• The pernicious influence of gender double standards and victim-blaming (including online abuse).</li> <li>• To recognise the impact of drugs and alcohol on choices and sexual behaviour.</li> <li>• To have the skills to assess their readiness for sex, including online sexual activity, as an individual and within a couple.</li> </ul> <p><b>CONTRACEPTION AND PARENTHOOD</b></p> <ul style="list-style-type: none"> <li>• How to choose and access appropriate contraception (including emergency) and negotiate contraception use with a partner.</li> <li>• The current legal position on abortion and the range of beliefs and opinions about it.</li> <li>• The reasons why parents choose to adopt or to place children for adoption.</li> </ul> <p><b>BULLYING ABUSE AND DISCRIMINATION</b></p> <ul style="list-style-type: none"> <li>• To recognise when others are using manipulation, persuasion or coercion and how to respond.</li> <li>• The law relating to abuse in relationships, including coercive control and online harassment.</li> <li>• To recognise when a relationship is abusive and strategies to manage this.</li> <li>• The skills and strategies to respond to exploitation, bullying, harassment and control in relationships.</li> <li>• The impact of domestic violence. To understand the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support and how to access them.</li> <li>• The unacceptability of both emotional or physical abuse including ‘honour’ based violence, forced marriage and rape (including how to access support).</li> </ul> <p><b>SOCIAL INFLUENCES</b></p> <ul style="list-style-type: none"> <li>• How gangs use coercion and manipulation to control young people and know how to respond appropriately or access support.</li> <li>• The factors which contribute to young people becoming involved in serious organised crime, including cybercrime.</li> </ul>
Summer 1 & 2	<b>Living in the Wider World</b>	<p><b>LEARNING SKILLS</b></p> <ul style="list-style-type: none"> <li>• To participate in Sixth Form hustings (democracy in action!)</li> </ul>

		<p><b>FINANCIAL CHOICES</b></p> <ul style="list-style-type: none"> <li>• To recognise and manage the influences of their financial decisions.</li> <li>• To access appropriate support for financial decision making and for concerns relating to money, gambling and consumer rights.</li> </ul> <p><b>MEDIA LITERACY, DIGITAL RESILIENCE AND BRITISH VALUES</b></p> <ul style="list-style-type: none"> <li>• How to respond to any concerns about extremism to protect the community, and how to seek help if worried about themselves or others.</li> <li>• To assess the causes and personal consequences of extremism and intolerance in all their forms</li> <li>• To recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern.</li> </ul> <p><b>PERSONAL TARGET SETTING</b></p> <ul style="list-style-type: none"> <li>• To develop self-management skills through preparing for GCSE examinations (time-management, organisation, project planning).</li> </ul>
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<b>YEAR 12 — MEDIUM-TERM OVERVIEW</b>		
<b>Term</b>	<b>Topic</b>	<b>In this unit of work, pupils learn:</b>
<b>Autumn 1 &amp; 2</b>	<b>Health and wellbeing</b>	<p><b>SELF CONCEPT</b></p> <ul style="list-style-type: none"> <li>• To recognise how pressure to conform to media stereotypes can adversely affect body image. To develop strategies to manage the pressure of media stereotypes.</li> </ul> <p><b>MENTAL HEALTH AND EMOTIONAL WELLBEING</b></p> <ul style="list-style-type: none"> <li>• To recognise when to employ strategies to re-establish positive mental health, including managing stress and anxiety.</li> <li>• To recognise when you or others may need support with mental health and how to access this support. And to analyse and evaluate support available to manage common mental health issues.</li> <li>• To recognise common mental health issues such as anxiety, depression, eating disorders, self-harm.</li> <li>• To recognise signs of change in mental health and demonstrate a range of strategies to maintain positive mental</li> </ul>

		<p>health.</p> <p><b>HEALTHY LIFESTYLES</b></p> <ul style="list-style-type: none"> <li>• How to take responsibility for monitoring their own health and how to seek the necessary support (breast and testicular self-examination, sun safety and cervical screening).</li> <li>• The importance of maintaining a healthy work-life balance. Including understanding the importance of continuing with regular exercise and sleep and balancing time online.</li> <li>• How to maintain a healthy diet, especially on a budget.</li> </ul> <p><b>MANAGING RISK AND PERSONAL SAFETY</b></p> <ul style="list-style-type: none"> <li>• How to perform first aid, (irrespective of any potential legal implications) including CPR and to evaluate when to summon emergency services. For example when the situation involves alcohol, drugs, gangs or violent crime.</li> <li>• To evaluate who and when to contact with concerns relating to illegal activity.</li> </ul> <p><b>DRUGS ALCOHOL AND TOBACCO</b></p> <ul style="list-style-type: none"> <li>• . How alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink spiking.</li> <li>• The impact of alcohol and drug use on road safety (including the risks of being a passenger with an intoxicated driver and ways to manage this) workplace safety, reputation and career.</li> </ul>
<p><b>Spring 1 &amp;2</b></p>	<p><b>Relationships</b></p>	<p><b>RELATIONSHIP VALUES</b></p> <ul style="list-style-type: none"> <li>• How to articulate their relationship values and to apply them in different types of relationships.</li> <li>• To recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion.</li> <li>• To accept and use positive encouragement and constructive feedback.</li> </ul> <p><b>FORMING AND MAINTAINING RESPECTFUL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• To develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy.</li> </ul> <p><b>CONSENT</b></p> <ul style="list-style-type: none"> <li>• The emotional physical social and legal consequences of failing to respect others' rights not to give or to withdraw</li> </ul>

		<p>consent.</p> <p><b>CONTRACEPTION AND PARENTHOOD</b></p> <ul style="list-style-type: none"> <li>• To appreciate the advantages of delaying parenthood and to understand the potential consequences of unintended pregnancy, whilst acknowledging the changes in fertility with age.</li> <li>• The advantages and disadvantages of different methods of contraception, including emergency contraception. Including how to use them.</li> <li>• To negotiate and if necessary, assert the use of contraception with a sexual partner.</li> <li>• The alternative methods of starting a family and how they differ globally.</li> </ul> <p><b>BULLYING ABUSE AND DISCRIMINATION</b></p> <ul style="list-style-type: none"> <li>• To recognise and manage negative influence, manipulation and persuasion in a variety of contexts.</li> <li>• To recognise and to manage and escape from different forms of abuse (physical and emotional) and to understand how and where to seek support.</li> <li>• To manage issues of harassment (including online) and to understand how to access support.</li> <li>• To recognise when social situations are becoming verbally aggressive and have strategies to de-escalate aggression and to recognise when it is important to escape.</li> <li>• To recognise and appreciate the physical dangers, legal and career consequences of carrying offensive weapons.</li> <li>• To recognise the signs of involvement in illegal activity, including being a member of a gang.</li> <li>• Ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination.</li> </ul>
<p><b>Summer I &amp; 2</b></p>	<p><b>Living in the Wider World</b></p>	<p><b>CHOICES AND PATHWAYS</b></p> <ul style="list-style-type: none"> <li>• To be enterprising in life and work; to set realistic and ambitious career and life goals which are matched to personal values, interests strengths and skills.</li> <li>• To evaluate next step options available, such as higher education, further training or apprenticeships and gap year opportunities.</li> <li>• The implications of the global market for their future choices in education and employment.</li> </ul> <p><b>WORK AND CAREER</b></p> <ul style="list-style-type: none"> <li>• How to identify and evidence skills and strengths when applying and interviewing for future roles and opportunities.</li> <li>• How to recognise career possibilities in a global economy.</li> </ul>

#### EMPLOYMENT RIGHTS AND RESPONSIBILITIES

- Their rights and responsibilities as students in casual, part time jobs, including the 'gig economy'.
- The importance of professional conduct and how it can be demonstrated in different workplaces, including following health and safety protocols.
- To appreciate the importance of workplace confidentiality and security including cyber security and data protection.
- The importance of equality and inclusion in the workplace and how to recognise and manage harassment in the workplace.
- The role of trade unions and other professional organisation in supporting workers' rights. Including to challenge prejudice and discrimination.

#### MEDIA LITERDACY AND DIGITAL RESILIENCE

- The importance of cyber security and data protection in the workplace.
- How social media can be used to distort an image of the world, as a means to distribute propaganda, coerce or manipulate.
- The importance of critically questioning information when engaging with journalism or social media.
- The importance of personal privacy online and how to be a 'responsible provider' of online date about themselves or others.

#### BRITISH VALUES AND DIVERSITY

- How to recognise the signs of themselves or someone else being at risk of radicalisation or extremism and how to respond. T

## YEAR 13 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn:
<b>Autumn 1 &amp; 2</b>	<b>Health and wellbeing</b>	<p><b>SELF CONCEPT</b></p> <ul style="list-style-type: none"> <li>To manage being 'new' in 'new places' and how to fit in and make new friends. To learn skills and strategies to confidently manage transitional life phases.</li> </ul> <p><b>HEALTHY LIFESTYLES</b></p> <ul style="list-style-type: none"> <li>To consistently access reliable sources of information and evaluate media messages about health and manage risk with regard to your health and the decisions you make.</li> <li>To manage the issues and considerations concerning body 'enhancement' or 'altercation' including cosmetic procedure and surgery, tattoos, body piercing and dietary supplements.</li> <li>To recognise illnesses that affect young adults such as meningitis and freshers' flu.</li> <li>How to register with and access health services in new locations.</li> </ul> <p><b>MANAGING RISK AND PERSONAL SAFETY</b></p> <ul style="list-style-type: none"> <li>How to manage online safety in all its forms (protecting their privacy, building and maintaining a positive personal reputation).</li> <li>To manage personal safety off-line including socialising and travelling (meeting someone for the first time online, drink spiking, cycle safety, passenger safety, young driver safety, using licensed taxis, and getting home safely).</li> <li>How to travel safely around the UK and abroad, understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements.</li> </ul> <p><b>SEXUAL HEALTH</b></p> <ul style="list-style-type: none"> <li>How to avoid contracting or passing on STI's and to understand what to do if they are concerned that they have put themselves or others at risk.</li> <li>To develop a nuanced understanding of how to select appropriate contraception in different contexts and</li> </ul>

		<p>relationships.</p> <ul style="list-style-type: none"> <li>• How to take responsibility of their sexual health and know where and how to access local and national advice, diagnosis and treatment.</li> <li>• The factors that affect fertility and what services you can access.</li> </ul> <p><b>DRUGS ALCOHOL AND TOBACCO</b></p> <ul style="list-style-type: none"> <li>• To manage alcohol and drug use in relation to immediate and long-term health (how it affects decision making and personal safety, road safety, reputation and career).</li> </ul>
Spring 1 &2	<b>Relationships</b>	<p><b>RELATIONSHIP VALUES</b></p> <ul style="list-style-type: none"> <li>• To recognise respect and if appropriate, challenge the ways different faith or cultural views influence relationships, whilst also respecting others' rights to withhold their own views.</li> </ul> <p><b>FORMING AND MAINTAINING RESPECTFUL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• To manage mature friendships, including making friends in new places.</li> <li>• To manage personal safety in new relationships, online activity or when meeting someone for the first time whom they met online.</li> <li>• To differentiate between 'love' and 'lust', and to evaluate different degrees of emotional intimacy in relationships and the role of pleasure.</li> <li>• To use constructive dialogue to support relationships and negotiate difficulties.</li> <li>• To manage the ending of relationships safely and respectfully. (including online)</li> <li>• To recognise and respect what is meant by professionalism in the workplace and to understand the boundaries around 'professional relationships.'</li> </ul> <p><b>CONSENT</b></p> <ul style="list-style-type: none"> <li>• To value the concept and qualities of consent in relationships.</li> <li>• The moral and legal responsibility borne by the seeker of consent and the importance of respecting and protecting people's right to give, not give or withdraw their consent.</li> <li>• The consequences for failing to respect others' right to withdraw consent and how to seek redress if their consent has not been respected in the case of sexual exploitation, assault or rape.</li> </ul>

		<p><b>CONTRACEPTION AND PARENTHOOD</b></p> <ul style="list-style-type: none"> <li>• The implications of unintended pregnancy and young parenthood, and to understand the importance of getting advice and support quickly.</li> <li>• Which method of contraception is best for them now and in the future.</li> </ul> <p><b>BULLYING ABUSE AND DISCRIMINATION</b></p> <ul style="list-style-type: none"> <li>• To recognise forced marriage and ‘honour’ based violence and to know how to get help for themselves or others.</li> <li>• How to get help for themselves or others that they believe to be at risk or suffering from problems relating to FGM.</li> </ul>
<p>Summer 1 &amp; 2</p>	<p><b>Living in the Wider World</b></p>	<p><b>FINANCIAL CHOICES</b></p> <ul style="list-style-type: none"> <li>• The concept of ‘affordability’ and how to budget effectively at university, and how a budget might have to be adapted when moving out of home).</li> <li>• How to manage debt and the consequences of failure to repay.</li> <li>• In what ways and how to save effectively.</li> <li>• How to manage taxation and national insurance.</li> <li>• About pensions and their importance; knowing the benefits of starting early and making regular, realistic contributions.</li> <li>• The importance of contracts, particularly in renting and accommodation and to know how to exercise their rights.</li> <li>• Their legal rights and responsibilities and who can support them with a grievance.</li> <li>• To evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers.</li> </ul> <p><b>MEDIA LITERACY AND DIGITAL RESILIENCE</b></p> <ul style="list-style-type: none"> <li>• To effectively challenge online content that adversely affects personal or professional reputation.</li> <li>• To build and maintain a positive professional online presence, using a range of technologies.</li> </ul>

