

	Autumn 1								Autumn 2							Spring 1						Spring 2						Summer 1					Summer 2						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
13																																							
12																																							
11	Identity <i>To be able to:</i> <ul style="list-style-type: none"> identify the topics explored in L4L and understand how they relate to SMSC, the Prevent agenda and British Values explain the key principles and values underpinning British society today (completed during Citizenship time) demonstrate democracy by taking part in school council election complete PIXL endurance programme as part of exploring character traits (resilience, determination etc) to be successful post16 access various training providers and employers by participating in employment fayre explain how criminals exploit young people, how County Lines works and where you can get help if you think someone is involved 								Health and Wellbeing <i>To be able to:</i> <ul style="list-style-type: none"> explain how to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders and how to seek support explore the impact of endings on social and emotional health, including loss, separation, divorce and bereavement; the need to adapt to changing circumstances about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS. Acknowledging that adolescent cancers are rarely caused by lifestyle choices evaluate the importance of human rights for healthy lifestyles- linking to Unicef Rights Respecting schools explore patterns of suicide and what to do if someone is experiencing these thoughts 							Future <i>To be able to:</i> <ul style="list-style-type: none"> Compare local and global labour markets (LMI) and explore how this will influence my future understand the importance of work experience to employers and how to access it understand my rights and responsibilities within the workplace; including health and safety regulations and managing risk to recognise and manage the influences on their financial decisions, (including managing finance, bank accounts planning for expenditure, understanding debt, wages and tax); to access appropriate support for financial decision-making and for concerns over money understand how I can manage my online presence and use it as a platform to obtaining employment develop strategies for managing stress and anxiety during periods of high pressure 						Community <i>To be able to:</i> <ul style="list-style-type: none"> Participate in Stop and Search police talk Explore a variety of revision strategies and learning techniques as I prepare for my GCSE examinations 																	
10	Identity <i>To be able to:</i> <ul style="list-style-type: none"> identify the topics explored in L4L and understand how they relate to SMSC, the Prevent agenda and British Values explain the key principles and values underpinning British society today demonstrate democracy by taking part in school council election recognise why we should never be a bystander to any forms of bullying and take part in anti-bullying week to evaluate how personal strengths, interests, skills and qualities are changing and how these relate to future employability by writing a CV and personal statement (in preparation for interview day) utilize information, advice and guidance available to students surrounding career progression, including in education, training and employment and how to access the most appropriate support 								Health and Wellbeing <i>To be able to:</i> <ul style="list-style-type: none"> understand how the media represents self-image and understand how it can impact self-esteem. Exploring skin disorders including acne and information on support services and managing skin conditions evaluate the importance of human rights for healthy lifestyles- linking to Unicef Rights Respecting schools understand that fertility levels can vary in different people and reasons why; the options open to people who are not able to conceive explain how to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders and how to seek support explore the impact of endings on social and emotional health, including loss, separation, divorce and bereavement; the need to adapt to changing circumstances about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are 							The Future <i>To be able to:</i> <ul style="list-style-type: none"> explore the range of career pathways available including apprenticeships and how to access them by taking part in Apprenticeship Support & Knowledge for schools and colleges programme explore careers in plant based products by participating in Brutal Honest Bakery workshop understand the importance of work experience to employers and how to access it understand how to successfully apply for a job and complete an application process ahead of participating in interview day to recognise and manage the influences on their financial decisions, (including managing finance, bank accounts planning for expenditure, understanding debt, wages and tax); to access appropriate support for financial decision-making and for concerns over money perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) with St Johns Ambulance 						Community <i>To be able to:</i> <ul style="list-style-type: none"> Compare local and global labour markets (LMI) and explore how this will influence my future Participate in the Global Acts of Unity talk: a campaign promoting unity, tolerance in schools participate in Refugee week: build empathy through real-life case studies. Consider how refugees can strengthen their resilience and cope with building a new life. Explore how creativity can bring people together to express their feelings and share experiences complete 'Different World's' project by planning a resourcing a lesson to teach to year 8 which focusses on celebrating cultural diversity explore the different types of family unit and the roles and responsibilities within the family unit-(case study focus young carers and foster families) develop an increased knowledge about people with disabilities and explore ways to communicate sensitively with people with disabilities challenge stereotypes connected to women in sport and celebrate sporting achievements made by women 																	

	<ul style="list-style-type: none"> further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence) 	<p>feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS. Acknowledging that adolescent cancers are rarely caused by lifestyle choices</p> <ul style="list-style-type: none"> Participate in Loudmouth day on CSE 'Working for Marcus' explain how criminals exploit young people, how County Lines works and where you can get help if you think someone is involved 		
9	<p>Identity <i>To be able to:</i></p> <ul style="list-style-type: none"> identify the topics explored in L4L and understand how they relate to SMSC, the Prevent agenda and British Values recognise qualities that make ourselves and others special by writing a form pledge statement and taking part in form rep election explain the key principles and values underpinning British society today demonstrate democracy by taking part in school council election recognise why we should never be a bystander to any forms of bullying and take part in anti-bullying week celebrate diversity by taking part in Black History month describe the consequences of knife crime and why young people become involved. Motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon 	<p>Community <i>To be able to:</i></p> <ul style="list-style-type: none"> explore the case study of OJ Simpson by developing decision making skills and developing understanding of judicial system challenge stereotypes connected to women in sport and celebrate sporting achievements made by women ensure I know how ensure my safety when using all types of transport and having a clear awareness of road safety; what to do in the event of an accident (Road Safety talk) explore human rights and the role they have in shaping my local and global community (Unicef Rights Respecting Schools) understand signs of teenage relationship abuse and other forms of domestic abuse. by participating in Loudmouth domestic abuse day (workshops) identify the services available to support healthy relationships and manage unhealthy relationships, and how to access them develop an increased knowledge about people with disabilities and explore ways to communicate sensitively with people with disabilities to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism) identify and describe the effects of endings, including loss, separation, divorce and bereavement 	<p>The Future <i>To be able to:</i></p> <ul style="list-style-type: none"> explain why first aid is important in the work place; basic techniques for dealing with common injuries (St Johns Ambulance) explore how a plant-based diet is a sustainable solution to environmental issues by participating in Brutally Honest Bakery talk evaluate my year 9 into 10 options and make decisions that meet my aspirations for the future participate in careers-based workshops to allow me to explore my options for the future in connection to my personal aspirations explain the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling explore hate crimes and how individuals/communities futures have suffered as a consequence; recognising it is a shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern Loudmouth sexual health day: explore the use of contraception, including the condom and pill; to negotiate condom use; about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk 	<p>Health and Wellbeing <i>To be able to:</i></p> <ul style="list-style-type: none"> have an increased understanding of parenthood and the consequences of teenage pregnancy explain how to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders and how to seek support how the media portrays young people; to recognise its possible impact on body image and health issues describe the characteristics of grooming (CSE) and FGM; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others clearly understand 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 recognise when others are using manipulation, persuasion or coercion and how to respond understand about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS. Acknowledging that adolescent cancers are rarely caused by lifestyle choices participate in Refugee week (UNICEF): build empathy through real-life case studies. Consider how refugees can strengthen their resilience and cope with building a new life. Explore how creativity can bring people together to express their feelings and share experiences.
8	<p>Identity <i>To be able to:</i></p> <ul style="list-style-type: none"> Identify the topics explored in L4L and understand how they relate to SMSC, the Prevent agenda and British Values recognise qualities that make ourselves and others special by writing a form pledge statement and taking part in form rep election 	<p>Community <i>To be able to:</i></p> <ul style="list-style-type: none"> describe the consequences of knife crime and why young people become involved. Motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon. Participate in precious lives talk 	<p>The Future <i>To be able to:</i></p> <ul style="list-style-type: none"> explore Kudos as a careers database and use research to complete Design a University challenge (Dragons Den) evaluate my year 8 into 9 options and make decisions that meet my aspirations for the future 	<p>Health and Wellbeing <i>To be able to:</i></p> <ul style="list-style-type: none"> to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media identify the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible

	<ul style="list-style-type: none"> • explain the key principles and values underpinning British society today • demonstrate democracy by taking part in school council election • celebrate diversity by taking part in Black History month • recognise why we should never be a bystander to any forms of bullying and take part in anti-bullying week • clarify and develop personal values in friendships, love and sexual relationships • understand the importance of trust in relationships and the behaviours that can undermine or build trust • explore the different types of family unit and the roles and responsibilities within the family unit-(case study focus young carers and foster families) 	<ul style="list-style-type: none"> • describe how criminals exploit young people, how County Lines works and where you can get help if you think someone is involved • understand how to report all types of crime and how to access support for victims of crime • explain how to identify risk and manage personal safety in increasingly independent situations, including online • understand the law relating to the supply, use and misuse of legal and illegal substances about the concepts of dependence and addiction (drugs, alcohol and tobacco) including awareness of help to overcome addictions • develop an increased knowledge about people with disabilities and explore ways to communicate sensitively with people with disabilities • understand the characteristics of people who are at higher risk to attempt suicide, warning signs of and what to do if someone is suicidal • understand that all forms of relationship violence are wrong and never to be a bystander to any form of violence; strategies for reporting all forms of bullying and abuse. Participate in MVP (Mentors in Violence prevention programme) • explore the impact of stereotyping, discrimination and the impact it can have on lives. Case study focus: Homosexuality. (Stonewall) 	<ul style="list-style-type: none"> • describe the importance of money management and explain strategies for managing finances • explain the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling • understand what are human rights and the role they have in shaping my future (Unicef Rights Respecting Schools) • understand what factors impact self-esteem and describe strategies and support available to help individuals develop a positive self-image. • identify the difference between biological sex, gender identity and sexual orientation and to recognise that sexual attraction and sexuality are diverse (Stonewall) 	<ul style="list-style-type: none"> • explore how puberty can cause changes in the skin and how self-esteem can be impacted for those living with skin disorders • understand the changes and movement of population over time: the impact on different communities in the UK; the nature of immigration and migration to and from the UK.- participate in refugee week • explain what is meant by first aid; basic techniques for dealing with common injuries • identify and describe the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support • celebrate and appreciate diversities within different cultures by participating in different worlds peer lead project with year 10
<p>7</p>	<p>Identity <i>To be able to:</i></p> <ul style="list-style-type: none"> • Identify the topics explored in L4L and understand how they relate to SMSC, the Prevent agenda and British Values • recognise qualities that make ourselves and others special by writing a form pledge statement and taking part in form rep election • understand how to manage when finding things difficult • explain strategies for keeping safe in the local environment or unfamiliar places • to describe the key principles and values underpinning British society today • identify what type of Government we live under and what this means • demonstrate democracy by taking part in school council election • celebrate diversity by taking part in Black History month • recognise why we should never be a bystander to any forms of bullying and take part in anti-bullying week • articulate a range of emotions accurately and sensitively, using appropriate vocabulary 	<p>The Future <i>To be able to:</i></p> <ul style="list-style-type: none"> • describe skills and attributes that make me employable • understand the difference between a career and a job • explore the variety of different types of employment and evaluate which appeal to my personal aspirations, understanding that everyone has a different pathway through life, education and work • understand how to use Kudos as an online platform for careers • describe the importance of money management and explain strategies for managing finances • understand what are human rights and the role they play in shaping society today (Unicef Rights respecting schools) • Explore some of the solutions being proposed for global food system issues like food waste, diets and land use by participating in workshop by Brutally Honest Bakery • Identify who Stonewall are and understand that LGBT people, across all communities, are valued, welcomed by all and can participate fully in society (Stonewall) 	<p>Health and Wellbeing <i>To be able to:</i></p> <ul style="list-style-type: none"> • identify indicators of positive, healthy relationships and unhealthy relationships, including online • identify the services available to support healthy relationships and manage unhealthy relationships, and how to access them • evaluate the medias portrayal of relationships and body image is trustworthy and impact of this on people's expectations • identify and describe the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support • describe the characteristics of grooming (CSE) and FGM; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others • understand what HIV/AIDs is, how it is spread and treatment options for those living with the virus • strategies for maintaining personal hygiene, including oral health, and prevention of infection. How to access health services when appropriate 	<p>Community <i>To be able to:</i></p> <ul style="list-style-type: none"> • demonstrate the factors that enable us to become active and responsible citizens • explain how people can have a positive and negative impact on their community • understand the changes and movement of population over time: the impact on different communities in the UK; the nature of immigration and migration to and from the UK.- participate in refugee week • describe how criminals exploit young people, how County Lines works and where you can get help if you think someone is involved • explain what is meant by first aid; basic techniques for dealing with common injuries • to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied • explain the importance and different types of charity/aid • participate in charity fundraising event; building self-confidence, self-esteem, team work and positive health and wellbeing • understand the benefits of physical activity and the role of a balanced diet as part of a healthy lifestyle and the impact on unhealthy food choices



Opening Minds & Opening Doors