

Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Health and Wellbeing</p> <p>Knowledge and skills covered: Abridged primary RSE curriculum. Transition to secondary school. Mental health and wellbeing.</p> <p>SOL Intent: <i>We study this because balanced lifestyles including relationships, health choices, and behaviour and lifestyle choices contribute to happiness and success.</i></p>	<p>Topic: Living in the Wider World</p> <p>Knowledge and skills covered: Enterprise skills and introduction to careers. Challenging career stereotypes and raising aspirations.</p> <p>SOL Intent: <i>We study this because economic understanding, enterprise and employability skills are essential for full function in the wider world.</i></p>	<p>Topic: Relationships</p> <p>Knowledge and skills covered: Diversity, prejudice and bullying including cyber bullying. Managing on and off-line friendships.</p> <p>SOL Intent: <i>We learn this because the respect of diversity and equity contributes to the wellbeing of all. Stepping up to responsibilities and understanding the law around equality makes people better able to cope with the expectations of society. We learn this because healthy friendships, on and off line, keep us safe and contribute to our wellbeing.</i></p>	<p>Topic: Religious Studies</p> <p>Knowledge and skills covered: Core beliefs of different religious and nonreligious cultures (including Buddhism, Islam, Judaism, Christianity and Quakers). How the clothes we wear and food we eat affect and reflect our identities.</p> <p>SOL Intent: <i>We learn this because are growing in a society that is define by its diversity. The study of religion allows us to explore challenging questions and provides a deeper appreciate for the world we live in. It helps us to challenge prejudice and promote equality.</i></p>	<p>Topic: Relationships</p> <p>Knowledge and skills covered: Self-esteem, romance and friendships. Exploring family life.</p> <p>SOL Intent: <i>We learn this There are many different types of relationships both on and off line. Understanding these relationships and learning how to manage them contributes to overall wellbeing.</i></p>	<p>Topic: Living in the Wider World</p> <p>Knowledge and skills covered: Making ethical financial decisions. Saving, spending and budgeting our money.</p> <p>SOL Intent: <i>Understanding the basics functions of banks and their services and the importance of budgeting promotes financial health and wellbeing. Making ethical financial choices contributes to the wellbeing of society both at home and worldwide.</i></p>

<p>Milestones/outcomes: HPA: To know the basic aspects of healthy living and transitions such as puberty and to be able to make links between choices made in this area and their own wellbeing. . MPA: To know the basic aspects of healthy living and transitions such as puberty and to be able to describe how some choices made in these areas might affect their own wellbeing. LPA: To know the basic aspects of healthy living and transitions such as puberty and to be able to describe them.</p>	<p>Milestones/outcomes: HPA: To know the basic aspects of career choices and employability skills and to be able to challenge stereotypes in those areas. MPA: To know the basic aspects of career choices and employability skills. To be able to explain stereotypes in those areas. LPA: To know some basic aspects of career choices and employability skills. To be able to describe some stereotypes in those areas.</p>	<p>Milestones/outcomes: HPA: To know some key aspects of diversity and equity, To know what prejudice and bullying are. To be able to explain these concepts and use them to manage on and off line friendships and relationships. MPA: To know some key aspects of diversity and equity, To know what prejudice and bullying are. To know what on and off line friendships are. To be able to explain a few links between these areas. LPA: To know what equity and diversity are. To know what prejudice and bullying are. To</p>	<p>Milestones/outcomes: HPA: To know some of the key beliefs of Buddhists, Muslims, Christian, Jews and Quakers. To understand the features that contribute to the creation of ones (religious) identity. To Be able to explore the idea of what makes a person. MPA: To know some of the key beliefs of Buddhists, Muslims, Christian, Jews and Quakers. To understand the features that contribute to the creation of ones (religious) identity. To Be able to explore the idea of what makes a person.</p>	<p>Milestones/outcomes: HPA: To know the key aspects of relationships, romance and family life and how they relate to wellbeing. To be able to explain these aspects. MPA: To know the key aspects of relationships, romance and family life and how they relate to wellbeing. To be able to describe these aspects. LPA: To know the key aspects of relationships, romance and family life. To be able to describe these aspects.</p>	<p>Milestones/outcomes: HPA: To know some financial services offered by banks, the basics of a budget and some aspects of ethical shopping. To be able to explain the pros and cons of some of them MPA: To know some financial services offered by banks, the basics of a budget and some aspects of ethical shopping. To be able to explain what they are. LPA: To know some financial services offered by banks, the basics of a budget and some aspects of ethical shopping. To</p>
		<p>be able to describe these and link bullying to on and offline relationships.</p>	<p>LPA: To know some of the key beliefs of Buddhists, Muslims, Christian, Jews and Quakers. To understand the features that contribute to the creation of ones (religious) identity. To Be able to explore the idea of what makes a person.</p>		<p>be able to describe what they are.</p>
<p style="text-align: center;">End of Year Milestones/Outcomes:</p> <p>HPA: To know the basic aspects of healthy living, different types of relationships, diversity and equity, future pathways and financial services. To be able to make links between the choices they make in these areas and their own wellbeing. MPA: To know the basic aspects of healthy living, different types of relationships, diversity and equity, future pathways and financial services. To be able to explain some links between the choices they make in these areas and their own wellbeing. LPA: To know the basic aspects of healthy living, different types of relationships, diversity and equity, future pathways and financial services. To be able to describe these aspects.</p>					

		Year 8			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Topic: Health and Wellbeing</p> <p>Knowledge and skills covered: First Aid and personal safety. Road safety. Blood donation and the new laws on organ donation. Mental health and wellbeing.</p> <p><i>SOL Intent: We are learning this because knowledge of First Aid and Emergency situations is a resource we can draw on when faced with challenging choices. This and road safety provides opportunity to further skills in managing risk. Knowledge of the</i></p>	<p>Topic: Living in the Wider World</p> <p>Knowledge and skills covered: Rights and responsibilities in the community. Volunteering opportunities in the community. Running a house – bills, weekly jobs, daily jobs, organisation skills. Tackling age and disability discrimination</p> <p><i>SOL Intent: We are learning this because the notion of universal human rights and responsibilities (including justice, fairness and consent in different contexts) underpins the values of our society.</i></p>	<p>Topic: Relationships</p> <p>Knowledge and skills covered: Tackling racism and religious discrimination, promoting human rights. Online safely and digital literacy.</p> <p><i>SOL Intent: We are learning this because the notion of universal human rights and responsibilities (including justice, fairness and consent in different contexts) underpins the values of our society.</i></p>	<p>Topic: Religious Studies</p> <p>Knowledge and skills covered: Core beliefs of Islam, Sikhism and Christianity. The causes of extremism and its effect on modern Britain. The study of terrorism, and examination of religious attitudes to terrorism. Is it possible for a religious believer to be a ‘terrorist’?</p> <p><i>SOL Intent: We learn this because are growing in a society that is define by its diversity. The study of religion allows us to explore challenging questions and provides a deeper appreciate for the world we live</i></p>	<p>Topic: Relationships</p> <p>Knowledge and skills covered: Introduction to sexuality and consent. Introduction to contraception including condom and the pill.</p> <p><i>SOL Intent: It is essential that young people know and consider their rights and responsibilities as individuals, and within the law, in terms of consent. Knowing how contraception works and what it achieves, in terms of sexual</i></p>	<p>Topic: Living in the Wider World</p> <p>Knowledge and skills covered: Fundamental British Values: Democracy, individual liberty, mutual respect and tolerance and rule of law. The role of the Monarchy. Migration and the UK</p> <p><i>SOL Intent: We are learning this because the notion of universal human rights and responsibilities (including justice, fairness and consent in different contexts) underpins the values of our society.</i></p>
<p><i>organ and blood donation, and associated laws, allows students to make informed choices on how they wish to manage their own bodies.</i></p>	<p><i>The daily management of life skills supports overall wellbeing and volunteering supports communities as a whole.</i></p>	<p><i>Digital Literacy is necessary to understand the huge amounts of online information and communication that is available. Good online literacy supports online safety and relationships.</i></p>	<p><i>in. It helps us to challenge prejudice and promote equality.</i></p>	<p><i>health, supports physical and emotional health.</i></p>	<p><i>To be a British Citizen means to understand our heritage and to appreciate how migration has contributed to cultural diversity. An understanding of The Rule of Law and the role of the Monarchy is essential in developing knowledge of how the UK is governed.</i></p>

<p>Milestones/outcomes: HPA: To know the basic aspects first aid, keeping safe. Blood and organ donation and to be able to make links between choices made in these areas and their own wellbeing. MPA: To know the basic aspects of first aid, keeping safe. Blood and organ donation and explain how choices made in these areas might affect their own wellbeing. LPA: To know the basic aspects of first aid, keeping safe, Blood and organ donation and explain how choices made in these areas might affect their own wellbeing.</p>	<p>Milestones/outcomes: HPA: To know about rights and responsibilities in the community (including volunteering), in particular ageism and disability discrimination and to be able to make links between choices made in areas and their contribution to society. MPA: To know rights and responsibilities in the community (including volunteering), in particular ageism and disability discrimination and to be able to explain how these affect society LPA: To know rights and responsibilities in the community (including volunteering), in particular ageism and disability discrimination and to be able to describe some of them.</p>	<p>Milestones/outcomes: HPA: To know about human rights, racism and religious discrimination. To know about online safety. To be able to and to be able to explain your own positive role and responsibilities in regards to these issues. MPA: To know about human rights, racism and religious discrimination. To know about online safety. To be able to explain some of these issues. LPA: To know human rights, racism and religious discrimination. To know about online safety. To be able to describe some of these issues.</p>	<p>Milestones/outcomes: HPA: To know Christian/Sikh and Muslim beliefs about God. To understand the causes of extremism. To be able to assess whether it is possible for a religious believers to be a terrorist. MPA: To know Christian/Sikh and Muslim beliefs about God. To understand the causes of extremism. To be able to assess whether it is possible for a religious believers to be a terrorist. LPA: To know Christian/Sikh and Muslim beliefs about God. To understand the causes of extremism. To be able to assess whether it is possible for a religious believers to be a terrorist.</p>	<p>Milestones/outcomes: HPA: To know what sexuality is, the key aspects concerning consent and what contraception is and its main functions. To be able to explain these areas. MPA: To know what sexuality is, the key aspects concerning consent and what contraception is and its main functions. To be able to describe these areas. LPA: To know what sexuality is, the key aspects concerning consent and what contraception is and its main functions. To be able to explain the basics of these areas.</p>	<p>Milestones/outcomes: HPA: To know what British Values are and how Britain has become a multicultural and diverse nation. To know about the role of law and the role of the Monarchy in the governance of the UK. To be able to explain the benefits of being a multicultural society. MPA: To know what British Values are and how Britain has become a multicultural and diverse nation. To know about the role of law and the role of the Monarchy in the governance of the UK. To be able to describe the benefits of being a multicultural society. LPA: To know what British Values are and how Britain has become a multicultural and diverse nation. To know about the role of law and the role of the Monarchy in the governance of the UK. To be able to explain some benefits of being a multicultural society.</p>
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<p style="text-align: center;">End of K.S. Milestones/Outcomes:</p> <p>HPA: To know the basic aspects of first aid, keeping safe, blood and organ donation, rights and responsibility in the community, volunteering, running a home, disability and age discrimination, racism and religious discrimination, human rights, online safety, digital literacy, mental health and wellbeing body image, change and loss, sexuality and consent, contraception, British Values, Cultural Diversity, Rule of Law and the role of The Monarch. . To be able to make links between all these areas, their own wellbeing and how all these issues contribute to, or influence, their own roles and wellbeing in society. MPA: To know the basic aspects of first aid, keeping safe, blood and organ donation, rights and responsibility in the community, volunteering, running a home, disability and age discrimination, racism and religious discrimination, human rights, online safety, digital literacy, mental health and wellbeing, body image, change and loss, sexuality and consent, contraception, British Values, Cultural Diversity, Rule of Law and the role of The Monarch.. To be able to explain some links between all these areas, their own wellbeing and how all these issues contribute to, or influence, their own roles and wellbeing in society. LPA: To know the basic aspects of first aid, keeping safe, blood and organ donation, rights and responsibility in the community, volunteering, running a home, disability and age discrimination, racism and religious discrimination, human rights, online safety, digital literacy, mental health and wellbeing, body image, change and loss, sexuality and consent, contraception, British Values, Cultural Diversity, Rule of Law and the role of The Monarch.. To be able to describe some of aspects.</p>					
<p>Year 9</p>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Topic: Health and Wellbeing</p> <p>Knowledge and skills covered: Peer pressure, assertiveness and risk, gang crime. Mental health and wellbeing.</p> <p>SOL Intent: <i>We are learning this because it is important to be able to identify and manage risk rather than simply avoid it. Being able to recognise the risk of peer pressure and gang crime makes it more likely to be able to manage appropriate boundaries and resist the bullying and coercion used by county lines gangs.</i></p>	<p>Topic: Living in the Wider World</p> <p>Knowledge and skills covered: British values, human rights and community cohesion. Challenging extremism and radicalisation</p> <p>SOL Intent: <i>we are learning this because diversity and equity in all forms, and with regard to the protected characteristics set out in the Equality Act of 2010, is an overarching right and concept in UK society. Knowing and recognising examples of extremism and radicalisation makes it more likely it can, and will be, challenged.</i></p>	<p>Topic: Relationships</p> <p>Knowledge and skills covered: Relationship and sex education including healthy relationships and consent. The risks of STIs, sexting and pornography</p> <p>SOL Intent: <i>We are learning this because students need to understand and develop the idea of maintaining boundaries around personal privacy and the laws and consequences around issues such as sexting and pornography. On and offline relationships need boundaries for healthy relationships and students must have knowledge of the laws around consent so they keep safe and do not overstep the boundaries needed in healthy relationships.</i></p>	<p>Topic: Religious Studies</p> <p>Knowledge and skills covered: The causes of racism and discrimination, and the different types of discrimination that exist in modern society. Case studies of Martin Luther King and Malcolm X support the examination of Muslim and Christian attitudes to discrimination.</p> <p>SOL Intent: <i>We learn this because are growing in a society that is define by its diversity. The study of religion allows us to explore challenging questions and provides a deeper appreciate for the world we live in. It helps us to challenge prejudice and promote equality.</i></p>	<p>Topic: Relationships</p> <p>Knowledge and skills covered: Managing conflict at home including the dangers of running away from home. Homophobia, transphobia and sexism.</p> <p>SOL Intent: <i>We learn this because we need to challenge and prejudice, bullying and coercion in any form. Discrimination is unlawful in the UK. Students should recognise the dangers of running away from home and the risks of living on the streets, or sofa surfing. It is also important to be aware of the signs of gang recruitment and prostitution.</i></p>	<p>Topic: Living in the Wider World</p> <p>Knowledge and skills covered: Evaluating value for money in services. Risks and consequences making financial decisions. Consumer Rights</p> <p>SOL Intent: <i>We are learning this because students need to recognise and manage risk in all areas of life. They need to be equipped to make good choices in spending, saving lifestyle choices.</i></p>
<p>Milestones/outcomes:</p>	<p>Milestones/outcomes:</p>	<p>Milestones/outcomes:</p>	<p>Milestones/outcomes:</p>	<p>Milestones/outcomes:</p>	<p>Milestones/outcomes:</p>

<p>HPA: To know about peer pressure, assertiveness and risk, gang crime, in particular the risk of coerciveness by county lines gangs. To be able to evaluate the negative aspects of belonging to a gang.</p> <p>MPA To know about peer pressure, assertiveness and risk, gang crime, in particular the risk of coerciveness by county lines gangs. To be able to explain the negative aspects of belonging to a gang.</p> <p>LPA: To know about peer pressure, assertiveness and risk, gang crime, in particular the risk of coerciveness by county lines gangs. To be able to describe some negative things that might happen if you belong to a gang.</p>	<p>HPA: To know about British Values and community cohesion, To know the risks of extremism and radicalisation. To be able to explain the differences between radicals and the huge majority of people in in faith and non-faith societies.</p> <p>MPA To know about British Values and community cohesion, To know the risks of extremism and radicalisation. To be able to describe the differences between radicals and the huge majority of people in in faith and non-faith societies.</p> <p>LPA To know about British Values and community cohesion, To know the risks of extremism and radicalisation. To be able to describe two differences between radicals and the huge majority of people in in faith and non-faith societies.</p>	<p>HPA: To know what a healthy relationship is and the laws on consent. To know the risks of sexting and the laws around it. To know about the risks of STIs. To be able to explain, in detail, the laws on consent and sexting.</p> <p>MPA: To know what a healthy relationship is and the laws on consent. To know the risks of sexting and the laws around it. To know about the risks of STIs. To be able to explain the laws on consent and sexting. LPA: To know what a healthy relationship is and the laws on consent. To know the risks of sexting and the laws around it. To know about the risks of STIs. To be able to describe the laws on consent and sexting.</p>	<p>HPA: To know what causes prejudice and discrimination. To understand the cultural significance of Martin Luther King and Malcom X. To be able to evaluate Christian and Muslim attitudes towards discrimination.</p> <p>MPA: To know what causes prejudice and discrimination. To understand the cultural significance of Martin Luther King and Malcom X. To be able to evaluate Christian and Muslim attitudes towards discrimination.</p> <p>LPA: To know what causes prejudice and discrimination. To understand the cultural significance of Martin Luther King and Malcom X. To be able to evaluate Christian and Muslim attitudes towards discrimination.</p>	<p>HPA: To know the dangers of running away from home, about homophobia, transphobia and sexism and to know about unhealthy coping strategies such as self-harm and bulimia. To be able to explain links between these issues and suggest positive ways of coping.</p> <p>MPA: To know the dangers of running away from home, about homophobia, transphobia and sexism and to know about unhealthy coping strategies such as self-harm and bulimia. To be able to explain some of issues</p> <p>LPA: To know the dangers of running away from home, about homophobia, transphobia and sexism and to know about unhealthy coping strategies such as self-harm and bulimia. To be able to describe some of these issues.</p>	<p>HPA: To know about financial services offered by banks, the meaning of some banking jargon and rights and responsibilities in financial transactions including Consumer Rights and Pay Day loans. Students will be able to use banking jargon and explain their rights as consumers. They will be able to explain the poor value of payday loans. MPA: To know about financial services offered by banks, the meaning of some banking jargon and rights and responsibilities in financial transactions including Consumer Rights and Pay Day loans. Students will be able to use some banking jargon and describe their rights as consumers. They will be able to describe why payday loans are bad.</p> <p>LPA: To know about financial services offered by banks. To know some of their Consumer Rights. To know why payday loans are not good value They will be able to describe the meaning of some key words.</p>
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End of Year Milestones/Outcomes:

HPA: To know some of the values, laws, ethics, criminal activity, lifestyles choices and financial choices that affect all in the UK. To be able to explain choices and consequences around these areas and link those choices to all areas of personal wellbeing.

MPA: To know some of the values, laws, ethics, criminal activity, lifestyles choices and financial choices that affect all in the UK. To be able to explain choices and consequences around these areas.

LPA: To know some of the values, laws, ethics, criminal activity, lifestyles choices and financial choices that affect all in the UK. To be able to describe choices and consequences around these areas.

Year 10					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Topic: Health and Wellbeing</p> <p>Knowledge and skills covered: Health and safety in independent contexts. Taking responsibility for health choices and checks. Mental health and wellbeing.</p> <p>SOL Intent: <i>We are learning this because students need the knowledge to make good choices that protect their health (sexual, physical and mental), as well as protect themselves in the work place, on the road, on a night out and when travelling in other countries.</i></p>	<p>Topic: Living in the Wider World</p> <p>Knowledge and skills covered: Media Literacy and digital resilience including radicalisation online, extremism/hate speech, fake news critical thinking, phone addiction, media influence, Forced marriage, honour violence (including FGM).</p> <p>SOL Intent: <i>We are learning this because students need to know the media can be used as a coercive power. They need to know that nearly every media site has a bias. Students need to know the facts around forced marriage and honour violence in the hope they can recognise when someone is at risk and report it to the appropriate authorities.</i></p>	<p>Topic: Relationships</p> <p>Knowledge and skills covered: Tackling relationship myths and expectations. Managing romantic relationship challenges including break-ups.</p> <p>SOL Intent: <i>We are learning this so student are more able to recognise what a healthy relationship in a variety of concepts) and have more realistic expectations of what romantic relationships might offer. Students learn that all relationships change and that they need to develop resilience and draw on inner resources to develop the resilience to cope with change.</i></p>	<p>Topic: Health and Wellbeing</p> <p>Knowledge and skills covered: Exploring the influence of role models. Evaluating the social and emotional risks of drug use including binge drinking.</p> <p>SOL Intent: <i>We are learning this so students can make informed choices about their own physical and mental health and can recognise the social and emotional risks of drug use and binge drinking. We are learning this to further develop media literacy by recognising that not all role models are positive and that even influences often have great financial gain.</i></p>	<p>Topic: Relationships</p> <p>Knowledge and skills covered: Understanding different families and parenting skills. Managing change, grief and bereavement</p> <p>SOL Intent: <i>We learn to understand the different dynamics of a variety of relationships and reflect on adjustments need in our own behaviours and expectations. To learn that parenting skills are different to friendship skills and that it is civic duty to use good parenting skills. To learn that managing change, grief and bereavement are unavoidable parts of everyday life and the strategies they can use to manage these in a way that protects their wellbeing as much as possible.</i></p>	<p>Topic: Living in the Wider World</p> <p>Knowledge and skills covered: Fundamental British Values and British Liberties including democracy and the role of parliament. Political perspectives.</p> <p>SOL Intent: <i>We learn this because to be able to take part in wider society and become informed voters and decision makers, students need to know about the role of parliament, political perspectives and the British Liberties that are enjoyed by The British Public.</i></p>
<p>Milestones/outcomes: HPA: To know about risks, rights and responsibilities in different areas of the wider world. To be able to explain those risks, rights and responsibilities and offer some actions and strategies (legal and moral) MPA: To know about risks, rights and responsibilities in different areas of the wider</p>	<p>Milestones/outcomes: HPA: To know the facts around forced marriage and honour violence in the hope they can recognise when someone is at risk and report it to the appropriate authorities. Students will be able to explain how media sites can be used as a coercive power MPA: To know the facts around forced marriage and honour</p>	<p>Milestones/outcomes: HPA: To know about relationship myths and expectations especially in respect of those placed on society by what is read in books and seen in the media; either over romanticised or over sexualised (unrealistic expectations). To know that</p>	<p>Milestones/outcomes: HPA: To know the physical, social, mental and emotional risks of drug use and binge drinking. To recognise that not all role models are positive. To be able to risks of drug use and binge drinking (social, mental, physical and emotional). To be able to explain why some</p>	<p>Milestones/outcomes: HPA: To know that different relationships should have different dynamics, to know the responsibilities and skills of a good parent, to know that change, loss and grief are unavoidable. To be able to explain the different dynamics of different relationships, the skills and responsibilities of a</p>	<p>Milestones/outcomes: HPA: To know about the different values of the UK political parties and the importance of voting. To know about the role of the UK parliament, to know about British Liberties enjoyed by the British Public. To be able to explain the links between democracy and British Liberties.</p>

		healthy relationships are not perfect and that change and	media influencers are not positive role models.		
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<p>world. To be able to describe those risks, rights and responsibilities and offer some actions and strategies (legal and moral)</p> <p>LPA: To know about risks, rights and responsibilities in different areas of the wider world. To be able to describe those risks.</p>	<p>violence. To know how to report these crimes. Students will be able describe these crimes and how they might look to an outsider.</p> <p>LPA: To know the facts around forced marriage and honour violence. To know how to report these crimes. Students will be able to explain what these crimes are.</p>	<p>break ups happen. To be able to draw on inner resources and develop resilience to cope with change.</p> <p>MPA: To know about relationship myths and expectations especially in respect of those placed on society by what is read in books and seen in the media; either over romanticised or over sexualised (unrealistic expectations). To know that healthy relationships are not perfect and that change and break ups happen. To be able to draw on inner resources and develop resilience to cope with change.</p> <p>LPA: To know about relationship myths and expectations especially in respect of those placed on society by what is read in books and seen in the media; either over romanticised or over sexualised (unrealistic expectations). To know that healthy relationships are not perfect and that change and break ups happen. To be able to draw on inner resources and develop resilience to cope with change.</p>	<p>MPA To know the physical, social, mental and emotional risks of drug use and binge drinking. To recognise that not all role models are positive. To be able to explain the risks of drug use and binge drinking (social, mental, physical and emotional). To be able to explain why some media influencers are not positive role models. LPA: To know the physical, social, mental and emotional risks of drug use and binge drinking. To recognise that not all role models are positive. To be able to describe the risks of drug use and binge drinking (social, mental, physical and emotional). To be able to describe why some media influencers are not positive role models.</p>	<p>good parent and ways to cope to cope with grief and loss.</p> <p>MPA: To know that different relationships should have different dynamics, to know the responsibilities and skills of a good parent, to know that change, loss and grief are unavoidable. To be able to describe the different dynamics of different relationships, the skills and responsibilities of a good parent and ways to cope to cope with grief and loss. LPA: To know that different relationships should have different dynamics, to know the responsibilities and skills of a good parent, to know that change, loss and grief are unavoidable. To be able to describe some of the different dynamics of different relationships, some of the skills and responsibilities of a good parent and some ways to cope to cope with grief and loss.</p>	<p>MPA: To know about the different values of the UK political parties and the importance of voting. To know about the role of the UK parliament, to know about British Liberties enjoyed by the British Public. To be able to explain what these are.</p> <p>LPA: To know about the different values of the UK political parties and the importance of voting. To know about the role of the UK parliament, to know about British Liberties enjoyed by the British Public. To be able to describe these things.</p>
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End of Year Milestones/Outcomes:

HPA: To know: risks in the work place and wider world, laws around forced marriage and honour violence in the UK, media influence and the coercive power of the media, the consequences of lifestyle choices, different relationship dynamics, the UK political and voting system, democracy and British Liberties. To be able to explain choices and consequences around these areas and link those choices to all areas of personal wellbeing.

MPA: To know: risks in the work place and wider world, laws around forced marriage and honour violence in the UK, media influence and the coercive power of the media, the consequences of lifestyle choices, different relationship dynamics, the UK political and voting system, democracy and British Liberties. To be able to explain choices and consequences around these areas.

LPA: To know: risks in the work place and wider world, laws around forced marriage and honour violence in the UK, media influence and the coercive power of the media, the consequences of lifestyle choices, different relationship dynamics, the UK political and voting system, democracy and British Liberties. To be able to describe choices and consequences around these areas.

Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Health and Wellbeing</p> <p>Knowledge and skills covered: Self Esteem Mental health and wellbeing including resilience. Promoting self-esteem and coping with stress Learning and revision skills to maximise potential</p> <p><i>SOL Intent: We are learning this because as students approach an important end of key stage they need strategies to cope with stress. Good revision skills will maximise potential and will help to alleviate stress.</i></p>	<p>Topic: Living in the Wider World</p> <p>Knowledge and skills covered: Understanding the college application process. Plans beyond school. Transferable skills for employment and career progression. Careers and aspirations.</p> <p><i>SOL Intent: We are learning this because students need to be fully prepared for the management of moving from KS4 – KS5 and know the role they most play in this, including the demonstration of the skills needed for progression to college or career.</i></p>	<p>Topic: Relationships</p> <p>Knowledge and skills covered: Personal values in relationships. Tackling relationship myths, domestic abuse and forced marriage.</p> <p><i>SOL Intent: We are learning this because identity (personal qualities, values, skills and attributes) are directly linked to understanding situations and maintaining boundaries. We are learning this because domestic abuse and forced marriage are in opposition to the notion of universal human rights in the UK.</i></p>	<p>Topic: Health and Wellbeing</p> <p>Knowledge and skills covered: Being examination ready: revision techniques and managing stress. Mental health and wellbeing.</p> <p><i>SOL Intent: We are learning this because as students approach an important end of key stage they need strategies to cope with stress. Good revision skills will maximise potential and will help to alleviate stress.</i></p>		
<p>Milestones/outcomes: HPA: To know the skills and procedures needed for all future pathways and to know what those pathways are. To be able to explain how employment skills make a person a better prospect for an employer. MPA: To know the skills and procedures needed for all future pathways and to know what those pathways are. To be able to describe the employment skills that make a person a better prospect for an employer.</p>	<p>Milestones/outcomes: HPA: To know strategies for dealing with stress and revision skills to maximise potential. To be able to make a revision plan. MPA: To know strategies for dealing with stress and revision skills to maximise potential. To be able to make a revision plan. LPA: To know strategies for dealing with stress and revision skills to maximise potential. To be able to make a revision plan.</p>	<p>Milestones/outcomes: HPA: To know about personal values and positive assertive communication in relationships. To know what forced marriage and domestic violence are and what some of the indications of it, might be. To be able to link the concept of forced marriage and domestic violence to a violation of the notion of universal human rights in the UK. MPA: To know about personal values and positive assertive communication in relationships. To know what forced marriage</p>	<p>Milestones/outcomes: HPA: All learners will know techniques to manage stress and support revision for KS4 examinations. All learners will be able to plan and prepare a time management plan that allows for PT work and social and leisure time. MPA All learners will know techniques to manage stress and support revision for KS5 examinations. All learners will be able to plan and prepare a time management plan that allows</p>		

<p>LPA: To know the skills and procedures needed for all future pathways and to know what those pathways are. To be able to describe some employment skills.</p>		<p>and domestic violence are and what some of the indications of it, might be. To be able explain all of the above. LPA: To know about personal values and positive assertive communication in relationships. To know what forced marriage and domestic violence are and what some of the indications of it, might be. To be able describe what the above are.</p>	<p>for PT work and social and leisure time. LPA: All learners will know techniques to manage stress and support revision for KS5 examinations. All learners will be able to plan and prepare a time management plan that allows for PT work and social and leisure time.</p>	
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End of K.S. Milestones/Outcomes:

HPA: To know: employment skills and personal skills needed for all future pathways, revision skills and time management in preparation for KS5, how to write a CV and personal statement, how to use assertive communication in a number of relationship situations. To be able to explain choices and consequences around these areas and link those choices to all areas of personal wellbeing.

MPA: To know To know: employment skills and personal skills needed for all future pathways, revision skills and time management in preparation for KS5, how to write a CV and personal statement, how to use assertive communication in a number of relationship situations. To be able to explain choices and consequences around these areas.

LPA: To know To know: employment skills and personal skills needed for all future pathways, revision skills and time management in preparation for KS5, how to write a CV and personal statement, how to use assertive communication in a number of relationship situations. To be able to explain choices and consequences around these areas.

Year 12					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Health and Wellbeing</p> <p>Knowledge and skills covered: Maintaining physical, mental and emotional health and wellbeing Managing media influence on lifestyle.</p> <p>SOL Intent: <i>We are learning this because students need to understand the importance of</i></p>	<p>Topic: : Living in the Wider World</p> <p>Knowledge and skills covered: Developing employability, team work and leadership skills to develop flexibility and resilience. Rights and Responsibilities in employment</p> <p>SOL Intent: <i>We are learning this because students who develop employability, team work and</i></p>	<p>Topic: Relationships</p> <p>Knowledge and skills covered: Respecting equality and being a productive member of a diverse community. The concept of consent in a variety of contexts</p> <p>SOL Intent: <i>We are learning about this this to show students they have rights and</i></p>	<p>Topic: Health and Wellbeing</p> <p>Knowledge and skills covered: Managing the transition to increasingly independent living Making informed choices about health and wellbeing matters including drugs, alcohol and tobacco.</p> <p>SOL Intent: <i>We are learning this to enable students to make a success of living independently</i></p>	<p>Topic: Relationships</p> <p>Knowledge and skills covered: Forming, developing and maintaining healthy relationships. Developing parenting skills.</p> <p>SOL Intent: <i>We are learning this because students should understand the biggest</i></p>	<p>Topic: Living in the Wider World</p> <p>Knowledge and skills covered: Life beyond OAIOS. Personal Statements and the UCAS Process. Choices and Pathways</p> <p>SOL Intent: <i>Students will use this term to investigate university and career options,</i></p>

<p><i>personal health and wellbeing and identify lifestyle choices and strategies to help them protect personal health and wellbeing. Good health and wellbeing is directly linked to success.</i></p>	<p><i>leadership skills are more likely to be successful throughout KSS and in the workplace. This success will support all areas of wellbeing.</i></p>	<p><i>responsibilities as members of diverse communities, as active citizens and participants in the local and national economy. We are learning the concept of consent in a variety of context to enable students to participate in/ and manage healthy relationships and to manage forms of harassment and abuse.</i></p>	<p><i>by being law abiding, financially capable and self-sufficient. We are learning about this because students need to make informed choices about health and wellbeing and how to assess and manage risks for their own health and safety,</i></p>	<p><i>challenges faced by new parents and be able to offer a variety of solutions to some challenges faced. We are learning this to enable students to know and consider the larger variety of relationship types they will encounter as they mature and act accordingly, with particular reference to relationships in the workplace and avoiding conflict.</i></p>	<p><i>prepare personal statements and complete UCAS applications.</i></p>
<p>Milestones/outcomes: All Learners will be able to identify links between lifestyle choices, health, nutrition and physical activity and their wellbeing in all areas. They will be able to evaluate the influence media and media influencers have on all areas of wellbeing. Accelerated learners will become critical readers of media texts.</p>	<p>Milestones/outcomes: All Learners will be able to identify skills needed for future learning and the work place and be able to explain why those skills are positive and important. Accelerated learners will begin to exhibit these skills in everything they do.</p>	<p>Milestones/outcomes: All learners will be able to explain their rights and responsibilities as members of diverse communities. All learners will know their rights and responsibilities in terms of healthy relationships and consent, and be able to explain good strategies to manage forms of harassment and abuse.</p>	<p>Milestones/outcomes: All learners will know the effects and consequences of drugs, alcohol and tobacco in respects of physical, emotional, social and mental wellbeing, the law and wider society (families and community). All learners will know about some of the transitions and skills required for independent living (moving out, time management, money management, and household management). All learners will be able to explain the issues above. Accelerated learners will be able to evaluate the positive impacts of good choices in these areas.</p>	<p>Milestones/outcomes: All learners will know what good parenting skills are what responsibilities parents have. All students will know the different dynamics of different relationships and how to avoid conflict. All learners will be able to explain the above and they will be able to explain why different relationships must have different dynamics (especially in regards to boundaries). Accelerated learners will be able to articulate how “Professionalism” is an indication of understanding relationship dynamics.</p>	<p>Milestones/outcomes: All learners will know and investigate future pathways and produce all relevant documents for these transitions.</p>
<p align="center">End of Year Milestones/Outcomes: All learners will know: strategies, skills and procedures for future pathways, the influence (positive and negative) of the media, their won rights and responsibilities as members of a culturally diverse and democratic society, how to deal with harassment, the laws around relationship consent of all types, the dynamics of different relationships and appropriate behaviour therein.</p>					
<p align="center">Year 13</p>					
<p align="center">Autumn 1</p>	<p align="center">Autumn 2</p>	<p align="center">Spring 1</p>	<p align="center">Spring 2</p>	<p align="center">Summer 1</p>	<p align="center">Summer 2</p>

<p>Topic: Health and Wellbeing</p> <p>Knowledge and skills covered: Responding to an emergency including administering first aid. Mental health and wellbeing.</p> <p>SOL Intent: <i>We are learning this to enable students to perform first aid, including CPR and evaluate when to summon emergency services Including when it might draw attention to unlawful activity. We are learning this to enable students to take responsibility for their own mental health.</i></p>	<p>Topic: Living in the Wider World</p> <p>Knowledge and skills covered: Making financial choices including student finance, budgeting on a salary. Rights and responsibilities as a consumer.</p> <p>SOL Intent: <i>We are learning this to enable students to be critical consumers (good value, ethics) and to manage their own finances with an understanding of the consequences of debt, the risks associated with loans and the benefits of some saving schemes.</i></p>	<p>Topic Relationships</p> <p>Knowledge and skills covered: Managing risky or unhealthy relationships, including all forms of harassment and abuse (on and online). Making informed choices about sexual health</p> <p>SOL Intent: <i>We are learning this to enable students to recognise, manage and escape from different forms of physical and emotional abuse (and how and where to get support to facilitate this). We are learning this to enable students to manage decisions around contraception, the prevention of STIs and pregnancy.</i></p>	<p>Topic Health and Wellbeing</p> <p>Knowledge and skills covered: Being examination ready: revision techniques and managing stress. Mental health and wellbeing.</p> <p>SOL Intent: <i>We are learning this because planning revision and adopting positive strategies to manage stress will support students as they prepare for KS5 examinations.</i></p>	
<p>Milestones/outcomes: All learners will have the knowledge to make good choices in emergency situations, including unlawful situations. All learners will know strategies for taking responsibility of their own mental health.</p>	<p>Milestones/outcomes: All learners will know their Consumer Rights, what is good value and what makes an ethical consumer. They will know strategies to manage their own finances, the consequences of debt and the risks and benefits of savings and borrowing. All students will be able to explain these issues.</p>	<p>Milestones/outcomes: All learners will know the different forms and indicators of physical and mental abuse. They will know (theoretically) how to manage, get help, and escape from these situations. Students will know about different forms of contraception, how to prevent pregnancy and STIs and routes to follow if pregnancy and STIs occur. All learners will be able to articulate details of the above.</p>	<p>Milestones/outcomes: All learners will know techniques to manage stress and support revision for KS5 examinations. All learners will be able to plan and prepare a time management plan which allows for PT work and social and leisure time.</p>	
<p>End of K.S. Milestones/Outcomes:</p>				
<p>All learners will know: protocols and choices in a variety of emergency situations, how to take responsibility for own mental health, about the financial world including money management, being an ethical consumer and consumer rights, about physical and mental abuse, about contraception, STIs and pregnancy, about stress management and revision techniques in preparation for end of KS5.</p>				

