BLENHEIM SCHOOLS

RELATIONSHIP, SEX & HEALTH EDUCATION (RSHE) POLICY

FACTA NON VERBA

HYDESVILLE TOWER SCHOOL

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) Policy

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1. Legal framework and linked policies

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

➢ Education Act 1996
➢ Education Act 2002
➢ Children and Social Work Act 2017
➢ DfE (2025) 'Keeping children safe in education' (KCSIE)
➢ DfE (2020) 'Relationships and sex education (RSHE) and health education'
➢ DfE (2025) Relationships Education, Relationships and Sex Education and Health Education (for introduction September 2026)

This policy will be followed in conjunction with the following school policies and procedures:

- ➢ Safeguarding Policy
- ➢ Careers Education, Information, Advice and Guidance Policy
- ➢ Equal opportunities Policy
- ➢ Online safety policy

2. Policy context and rationale

This relationships, sex and health education policy covers **Hydesville Tower School** approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE curriculum at **Hydesville Tower School** and covers all statutory requirements as per the DFE guidance for relationships and sex education and health education.

Parents/carers, staff and pupils have been consulted during the development and review of this policy.

Children and young people are growing up in an increasingly complex world, navigating both online and offline environments that present significant opportunities alongside definite risks. In line with **statutory RSHE and Health Education (2025)**, **Keeping Children Safe in Education** and the provisions of the **Equality Act (2010)** , our curriculum plays a central role in safeguarding by equipping pupils with the knowledge, skills and understanding to recognise risk, stay safe and make informed decisions about their wellbeing, relationships and health.

At our school, RSHE is not taught in isolation but is embedded within a whole-school safeguarding approach. RSHE provides accurate, age-appropriate knowledge alongside the development of personal and social perspectives. It supports pupils to understand boundaries, consent, healthy relationships, online safety and emotional wellbeing, enabling them to manage their lives safely and positively both now and in the future whilst developing the confidence to seek help when needed.

We recognise that behaviour and wellbeing are shaped by individual experiences, we work collaboratively with young people—asking about their preferences, accepting their experiences and needs, and developing together. This ensures that RSHE is inclusive, responsive and grounded in strong, trusting relationships.

RSHE provision at **Hydesville Tower School** strengthens safeguarding, promotes wellbeing, and supports all our pupils to achieve positive, lifelong outcomes and to contribute meaningfully to society.

3. Principles and aims of effective RSHE

RSHE provision at **Hydesville Tower School**

- Is an identifiable part of our school curriculum, which planned and integrated across all Key Stages and classes.
- Is taught by staff who have received RSHE training and overseen by **Sarah Harding, Elizabeth Shaw (Seniors) and David Evans (Prep).**
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and participation is encouraged through a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and stage.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes signposting to sources of help and advice and reliable information online.
- Embeds diversity through an inclusive whole school approach ensuring that all protected characteristics, including LGBTQ+ identities, are represented positively and routinely and all identities are respected all forms of discrimination are challenged.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities (SEND).
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Ensures setting staff have periodical RSHE training in relation to emerging issues and contextually relevant themes.
- Equips pupils to recognise, critically evaluate and respond to misinformation, disinformation, and conspiracy theories, particularly those encountered online. This includes teaching pupils how to assess the reliability of sources, understand the potential harms of false narratives, and develop digital literacy and critical thinking skills in line with the latest Keeping Children Safe in Education guidance.

4. Definitions

- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- Relationships education focuses on building pupils' understanding of healthy, respectful relationships of all kinds, including friendships. It includes topics which keep young people safe such as consent, boundaries, communication, and respect for others.
- Health education covers the physical and mental health and wellbeing of pupils. It includes learning about mental health, emotional wellbeing, healthy lifestyles, diet, exercise, substance misuse, and personal safety.
- In the Primary Curriculum, at **Hydesville Tower School** *we define sex education as learning about human reproduction beyond the statutory elements of the science curriculum.*
- In the Senior curriculum at **Hydesville Tower School** *we define sex education as the teaching of intimate and sexual relationships. Sex education is integrated into relationships education. It includes sex for pleasure, learning about intimate acts and the details of sexually transmitted infections (STIs). Content is delivered in an age-appropriate, factual and non-judgemental way.*
- *Any content that supports safeguarding—such as consent, sexual health, and understanding contraception for health purposes—is part of our commitment to keeping pupils safe.*

5. Delivery of RSHE

RSHE is delivered through a planned programme of weekly timetabled lessons, typically consisting of one discrete session of 55 minutes per week for each class. These sessions are delivered by trained staff who know the pupils well, supported by the PSHE/RSHE leads, ensuring a safe, consistent and supportive learning environment.

Pupils also take part in weekly 'Votes for Schools' sessions with their form tutor, giving them the opportunity to vote each week.

External visitors, experts and agencies are also invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When external visitors are used, Hydesville will adhere to the principles set out in the DFE statutory guidance 2025. We will only work with external speakers/providers where we have full confidence in their approach, intended outcomes and have viewed all resources to be used.

<u>Roles and responsibilities</u>

The governing board
will approve the RSHE policy and hold the Head to account for its implementation.

The Headteacher
is responsible for ensuring that RSHE is taught consistently across the School, and for managing requests to withdraw students from sex education.

***The PSHE lead** has responsibility for:*

- *Ensuring that RSHE is delivered in line with statutory guidance and reflects the school's policy.*
- *Overseeing all required content is coherently planned and consistently taught across year groups.*
- *Develops wider staff by identifying training needs, providing appropriate resources, and ensuring teachers have the subject knowledge and confidence to deliver sensitive content safely and effectively.*
- *Working in partnership with safeguarding leads to ensure the curriculum is responsive to contextual safeguarding issues and the needs of specific pupils or groups.*

***Staff** are responsible for:*

- *Delivering RSE in a sensitive way*
- *Modelling positive attitudes to RSE*
- *Monitoring progress and understanding*
- *Responding to the needs of individual students*

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about t eaching RSE are encouraged to discuss this with the Headteacher

6. Equality, diversity and inclusion

RSHE is delivered to all pupils as part of a broad, balanced and inclusive curriculum, ensuring that every young person can access learning that is appropriate to their age, stage and individual needs. Teaching approaches are adapted to support different abilities, strengths and learning styles, enabling all pupils to participate, develop confidence and make progress.

We are committed to modelling, promoting, and teaching the values of inclusion and empowerment for all. This includes, but is not limited to, upholding the Protected Characteristics as defined by the Equality Act 2010. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment.

Our approach to tailoring RSHE is underpinned by our commitment to **trauma-informed** and **neurodiversity-affirming practice**. Through a relational and responsive approach, we seek to understand and meet underlying needs, creating a safe environment where pupils feel supported and able to engage in learning in a manner which is accessible to them.

Through RSHE, all pupils are given opportunities to explore, question and develop their understanding in a way that respects their background, identity and personal circumstances, preparing them for life in a diverse and inclusive society.

7. Curriculum and monitoring

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

The statutory components of RSE and health education are taught as part of the PSHE curriculum at **Hydesville Tower School.** The curriculum is structured in accordance with the PSHE Association SEND framework, providing a coherent and progressive framework that supports accessibility, inclusivity and the effective development of pupils' knowledge, skills and understanding.

Content is delivered using a range of high-quality, evidence-informed resources drawn from reputable and recognised organisations, including edit as appropriate PSHE Association, Cre8tive Resources and the NSPCC. All materials are carefully selected, quality assured and adapted where necessary, to ensure they are appropriate to the age, stage and individual needs of pupils.

Pupils' knowledge, understanding and application of RSHE are assessed through a combination of formative, informal and more formal assessment strategies, enabling teachers to recognise individual levels of engagement, understanding and progress. Assessment methods are selected according to the nature of the topic and the needs of the pupils and may include one-to-one discussions, questioning, role play, responses to stimuli, written activities and quizzes.
In the Prep School, the PSHE curriculum covers a variety of topics which come under the umbrella of three concepts; relationships, health and wellbeing and living in the wider world. To assess the understanding of each pupil, each year group participates in a whole class activity at the end of each unit of work. During this activity, pupils share their thoughts, opinions, and understanding. Their comments are collected into a communal book that represents their journey throughout the academic year. Teachers will then be able to evaluate the pupils' understanding and awareness of the units covered.
In the Senior School, pupils complete a baseline confidence tracker at the beginning of each unit of work. This provides an initial indication of pupils' confidence, prior knowledge and understanding and enables teachers to identify areas requiring further development. At the end of each unit, pupils revisit their tracker to indicate the progress they have made and reflect upon their learning. Pupils also complete a knowledge-based quiz at the beginning of each unit and an end-of-unit assessment each half term, enabling teachers to measure knowledge acquisition and identify areas for consolidation.
At the end of each lesson, pupils complete a self-reflection plenary or STAR analysis, encouraging them to consider what they have learned, identify areas of strength and recognise aspects requiring further development. This supports pupils in taking

increasing ownership of their learning and developing their ability to reflect meaningfully on their knowledge and understanding.
Throughout each unit, teachers employ low-stakes formative assessment strategies, including questioning, discussion, retrieval activities and observation. These approaches enable teachers to assess pupils' understanding in real time, address misconceptions and adapt teaching, pacing and support where necessary.
Assessment within RSHE is therefore used primarily to inform teaching, support pupil progress and identify gaps in knowledge, rather than simply to generate grades. It provides a clear picture of pupils' developing knowledge, confidence, understanding and ability to apply learning to real-life contexts.
The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching, and informal drop-ins conducted by members of the senior leadership team (SLT) and the PSHE leaders. The observations and findings of which will be used to identify and inform future staff training needs.

Consultation with parents and gathering of pupil voice will be conducted on a regular basis to support ongoing evolution of the curriculum to ensure it remains responsive to emerging needs and reflective of pupil's experiences and contextual needs.

For more information about our RSE curriculum, see Appendix 1 and information on Statutory Relationships and Sex Education content see Appendix 2

8. Responding to pupils' questions

RSHE lessons may raise sensitive or controversial issues and some of these may reflect their age or stage, personal or family beliefs, faith or cultural perspectives. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues. In RSHE sessions pupils are encouraged to ask questions openly within the class working agreement or anonymously using a questions box. Teachers will provide answers that are age and stage appropriate, based on pupils' understanding.

Our whole-school culture recognises the importance of RSHE and our commitment to keeping pupils safe. We recognise pupils may ask questions about RSHE topics outside of planned lessons, and these questions may be directed to any member of staff. As part of our commitment to safeguarding, staff will use their best endeavours to respond with patience, empathy and understanding in a manner that is age and stage appropriate. However, if a staff member is unable to answer a question, then questions may be deferred to enable staff to consult colleagues or senior leaders, so an appropriate response is provided. Staff may refuse to answer questions that are inappropriate or personal to themselves, explaining the reason and guiding pupils to reliable sources, including parents or trusted adults.

9. RSHE and safeguarding

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world is central to the planning and delivery of RSHE.

Designated Safeguarding Leads (DSLs) work closely with PSHE/RSHE leaders to ensure safeguarding is fully embedded within curriculum content, teaching approaches and resources. This is a two-way process: staff delivering RSHE will share emerging themes, concerns or contextual safeguarding risks identified through classroom discussion, enabling DSLs to respond proactively. In turn, DSLs support staff to plan and deliver content sensitively, particularly where pupils may be vulnerable or where topics may be difficult due to the student's own prior experiences or trauma.

RSHE is delivered using appropriate distancing techniques, such as scenarios or characters, to ensure pupils can engage safely without pressure to disclose personal information. Staff signpost pupils to appropriate sources of support and work closely with pastoral systems and clinical teams to ensure timely responses to emerging needs. Any disclosures or concerns arising during lessons are treated as safeguarding matters and reported immediately to the DSL, in line with the school's safeguarding policy.

10. Involving parents and carers

We believe that RSHE is most effective when it is in collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents/carers of children and young people at **Hydesville Tower School** through mutual understanding, trust and cooperation.

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy, through an annual survey. A representative sample of the resources used is available as an appendix to this policy. Parents are able to view other curriculum materials used to teach RSHE on request. The school will provide support to parents and carers through an annual workshop which provides a valuable opportunity to develop awareness of emerging RSHE topics, review the resources being used and discover ways to build on the learning at home. Our school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

Parent consultation to take place on Wednesday 9th September 2026 for Senior School and Thursday 17th September 2026 for Prep School pupils. Parents will be contacted and informed of the PSHE curriculum, they will be invited to school to see the resources.

<u>Right to withdraw</u>
There is no right to withdraw from Relationships Education or Health Education. Parents and carers may request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all the non-statutory Sex Education, they should discuss this with **Mrs. Raj Samra**, making clear which sessions they do not wish their child to participate in. The

Headteacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was discussed in classes rather than what was taught directly. Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn. A copy of withdrawal requests will be placed in the pupil's educational record.

Following the decision, except in exceptional circumstances, **Hydesville Tower School** will respect a parent/carers' request to have their child withdrawn from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school will provide the child with sex education during one of those terms and document this process.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Where a question arises that is necessary to safeguard a pupil or to address potentially harmful myths or misinformation around sex education topics, staff will provide an appropriate, factual and sensitive response which will be recorded on school safeguarding systems and follow the schools' safeguarding policy. In such cases answers will be framed to support pupil's safety, wellbeing and understanding.

11. Policy review

Consultation with families and pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be annually or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

This RSHE policy is currently aligned with the Department for Education Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (2025).

- **Appendix one**
- Prep School Curriculum coverage PSHE, RSE and health education

Year Group	**Autumn Term** Relationships	**Spring Term** Health and Wellbeing	**Summer Term** Living in the Wider World
Core areas and overarching concepts	• To understand self and others • To build positive connections • To recognise dynamics in relationships • To understand rights, responsibilities and consent • To understand diversity and equality	• To understand self-awareness and esteem • To maintain a healthy and balanced lifestyle • To understand risk and safety • To understand rights, responsibilities and consent • To understand change and resilience	• To understand place in community • To understand diversity and equality • To understand rights and responsibilities • To understand risk and safety • To understand change and resilience • To understand career awareness
Year 1	***Key Theme: To understand identity, friendship, bullying*** • To develop friendship and cooperation • To recognise own talents and abilities • To understand difference between 'telling' and 'tattling' • to understand friendship, feelings, behaviour • To learn that bodies and feelings can be hurt by words/actions	***Key Theme: To understand personal safety, a balanced lifestyle*** • To understand difference between secrets and surprises • To pants NSPCC resources (age 5-7) • To learn ways to keep physically healthy • To understand eSafety basics	***Key Theme: To understand community, environment, change*** • To recognise belonging to various groups and communities • To treat animals and environment with care • To take responsibility for self and environment • To recognise risks in everyday situations • To learn about change and loss

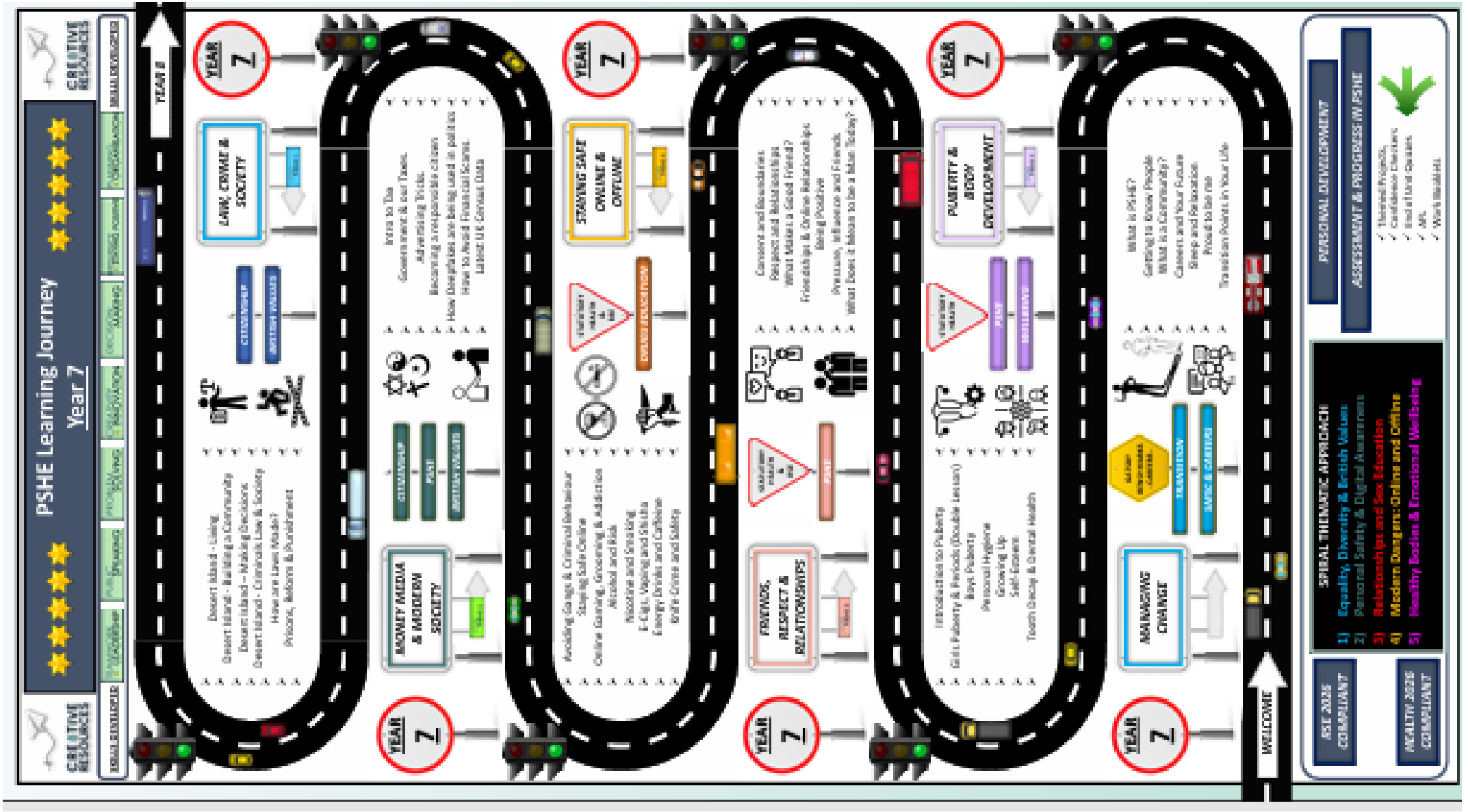
	• To understand what bullying is • To develop assertiveness skills • To respond appropriately to uncomfortable physical contact • To recognise what is fair/unfair • To identify special people and what makes them special • To learn about different types of families • To firework safety	• To understand importance of balanced diet • To learn sun safety • To build self-esteem • To explore emotions and feelings • To identify things that help people feel good	• To identify feelings associated with loss such as grief • To understand that jobs help people earn money • To learn about needs versus wants • To understand that people can't always have what they want
Year 2	***Key Theme: To understand friendship, feelings, behaviour*** • To recognise what makes them special and unique • To articulate qualities of a friend • To formulate friendship rules • To understand committed relationships • To identify different types of teasing and bullying • To learn how to deal with bullying • To understand how feelings affect others • To recognise how behaviour affects others • To understand others' needs and responsibilities • To develop empathy skills • To identify support people • To create class rules	***Key Theme: To understand wellbeing, body awareness, safety*** • To understand importance of sleep and relaxation • To learn different ways to relax • To recognise when to take breaks from screens • To identify range of feelings • To understand how feelings change with situations • To deal with feelings positively • To recognise risks and minimise harm • To learn personal safety - road and water • To understand body similarities/differences - boys and girls • To learn correct names for body parts • To know what to do if feeling unsafe • To use PANTS NSPCC resources (age 5-7)	***Key Theme: To understand environment, communities, digital literacy*** • To identify changes during transition to new school year • To identify positive ways to learn • To recognise what improves/harms local environment • To contribute to immediate environments • To contribute to class and school life • To distinguish between responsible/irresponsible behaviour • To understand belonging to various communities • To learn why people belong to communities • To understand internet role in everyday life • To learn that not all online information is true

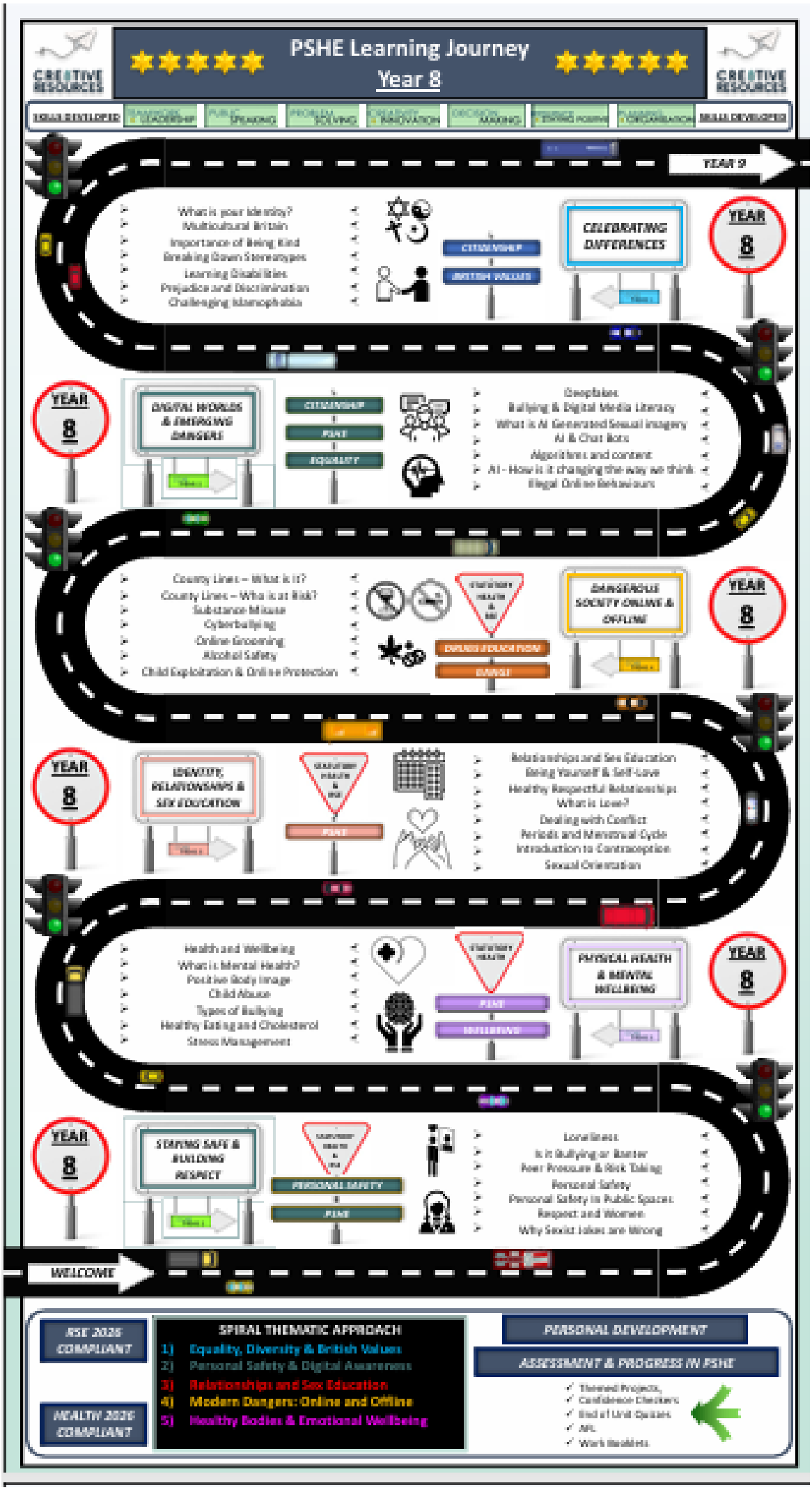
Year 3	***Key Theme: To understand cooperation, family, conflict resolution*** • To understand importance of cooperation • To develop teamwork skills • To learn about positive friendships • To understand healthy friendship characteristics • To learn about family relationships and structures • To understand family changes • To know that marriage and civil partnerships are a legally recognised commitment intended to be lifelong • To know that forced marriage is a crime • To understand need for apologies • To learn conflict resolution • To differentiate between unkindness and bullying • To know what to do in bullying situations • To understand discriminatory behaviour	***Key Theme: To understand strengths, fitness, body autonomy*** • To set personal behaviour goals including using manners • To develop individual/collective responsibility • To understand that feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • The characteristics of a poor diet and risks associated with unhealthy eating (tooth decay) • To understand the risks associated with an inactive lifestyle, including obesity • To recognise early signs of illness • To learn about germs and hygiene • To understand classroom rules • To learn about body autonomy • To use PANTS NSPCC resources (age 7-9) • To discuss dealing with changes in life	***Key Theme: To understand independence, democracy, diversity*** • To recognise importance of independence • To learn from consequences of actions • To discuss online safety • To learn appropriate information sharing • To understand different viewpoints • To challenge discriminatory viewpoints • To understand personal space concept • To learn about responsibilities and choices • To introduce democracy concept • To examine democracy in school and country • To explore being a responsible citizen • To develop awareness of responsibility
Year 4	***Key Theme: To understand friendship dynamics, loss, bullying*** • To recognise qualities of good friendship	***Key Theme: To understand learning styles, hygiene, emotions*** • To identify learning strengths and weaknesses	***Key Theme: To understand skills, community, stereotypes*** • To identify personal and others' skills

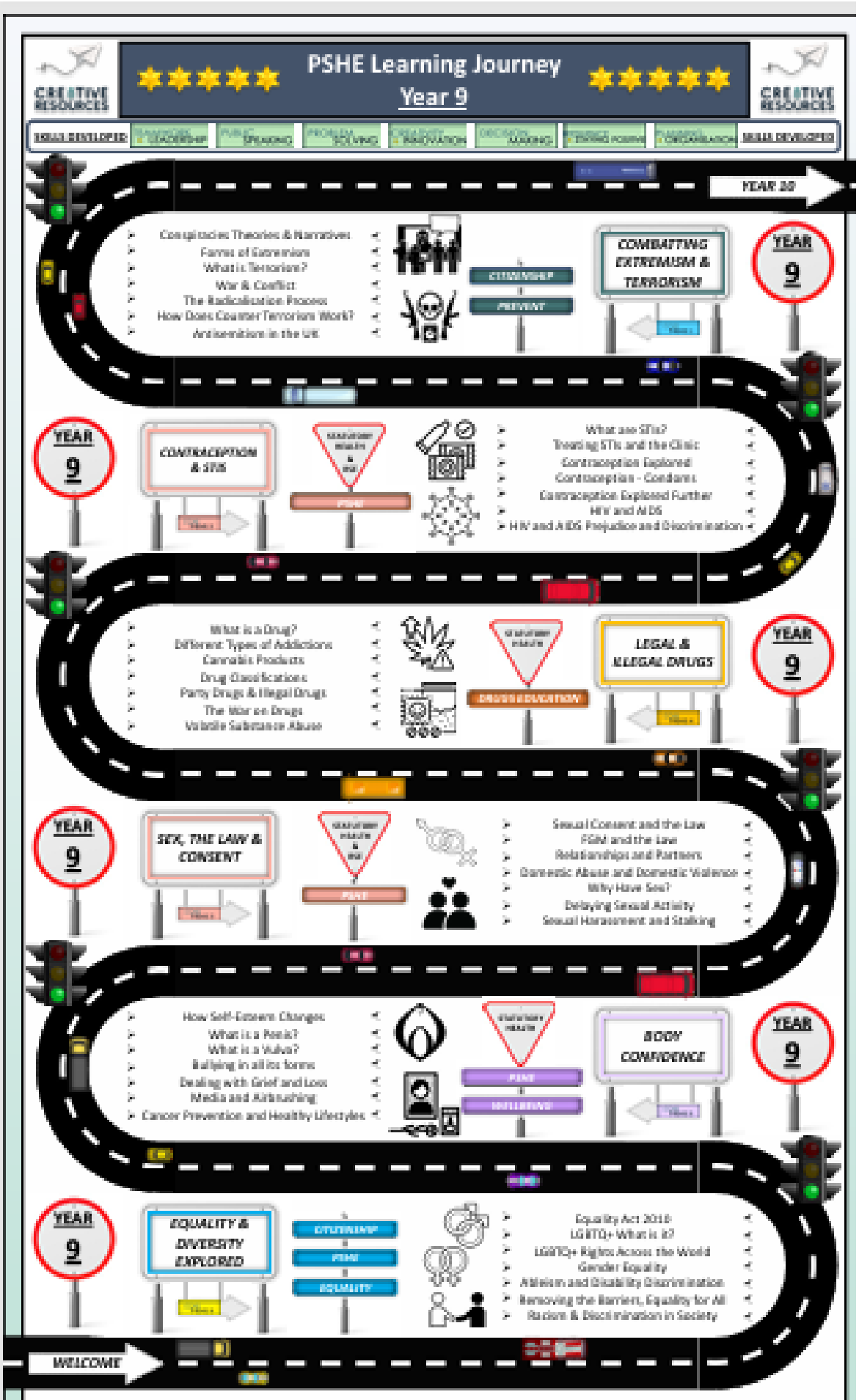
	• To empathise with others' feelings • To understand feelings around loss and feelings associated with loss such as grief • To learn ways to celebrate life • To express feelings about important people/animals • To make difficult decisions considering others • To reinforce value of kindness • To navigate friendship ups and downs • To recognise unsafe relationships • To differentiate between unkindness and bullying	• To recognise effective learning strategies • To understand risks of unhealthy diet • To maintain good oral hygiene • To learn about sleep and healthy routines • To recognise feelings and coping strategies • To understand hygiene during puberty • To learn about periods (brief introduction) • To learn safety in everyday situations - road and rail • To PANTS NSPCC resources (age 7-9) • To understand feelings about change	• To express concerns and opinions and consider others' viewpoints • To understand anti-social behaviour • To identify crimes and police role • To know legal ages for activities • To recognise group belonging symbols - design class symbol • To avoid judging by appearances • To recognise harmful stereotyping based on sex, race, disability, or sexual orientation • To develop healthy attitudes towards money • To identify ways to help in the community
Year 5	***Key Theme: To understand family structures, relationships*** • To have positive self-perception • To understand family structures • To identify relationship types • To recognise safe vs unsafe relationships • To understand attraction and sexuality • To recognise peer influence - peer pressure vs. positive relationships • To utilise PANTS NSPCC (age 9-11) resources	***Key Theme: To understand puberty, hygiene, safety*** • To foster self-esteem development • To understand puberty changes • To learn about menstruation • To understand hygiene importance • To ensure e-safety - recognising harmful online content, including misogyny and inappropriate images, with strategies for safe responses • To ensure personal safety - road and water	***Key Theme: To understand learning, prejudice, organisation*** • To achieve successful learning • To recognise personal achievements • To understand actions and consequences • To develop cultural awareness • To increase prejudice awareness • To foster personal organisation • To build public speaking confidence • To develop drug and medicine awareness - alcohol and tabacco • To learn basic first aid

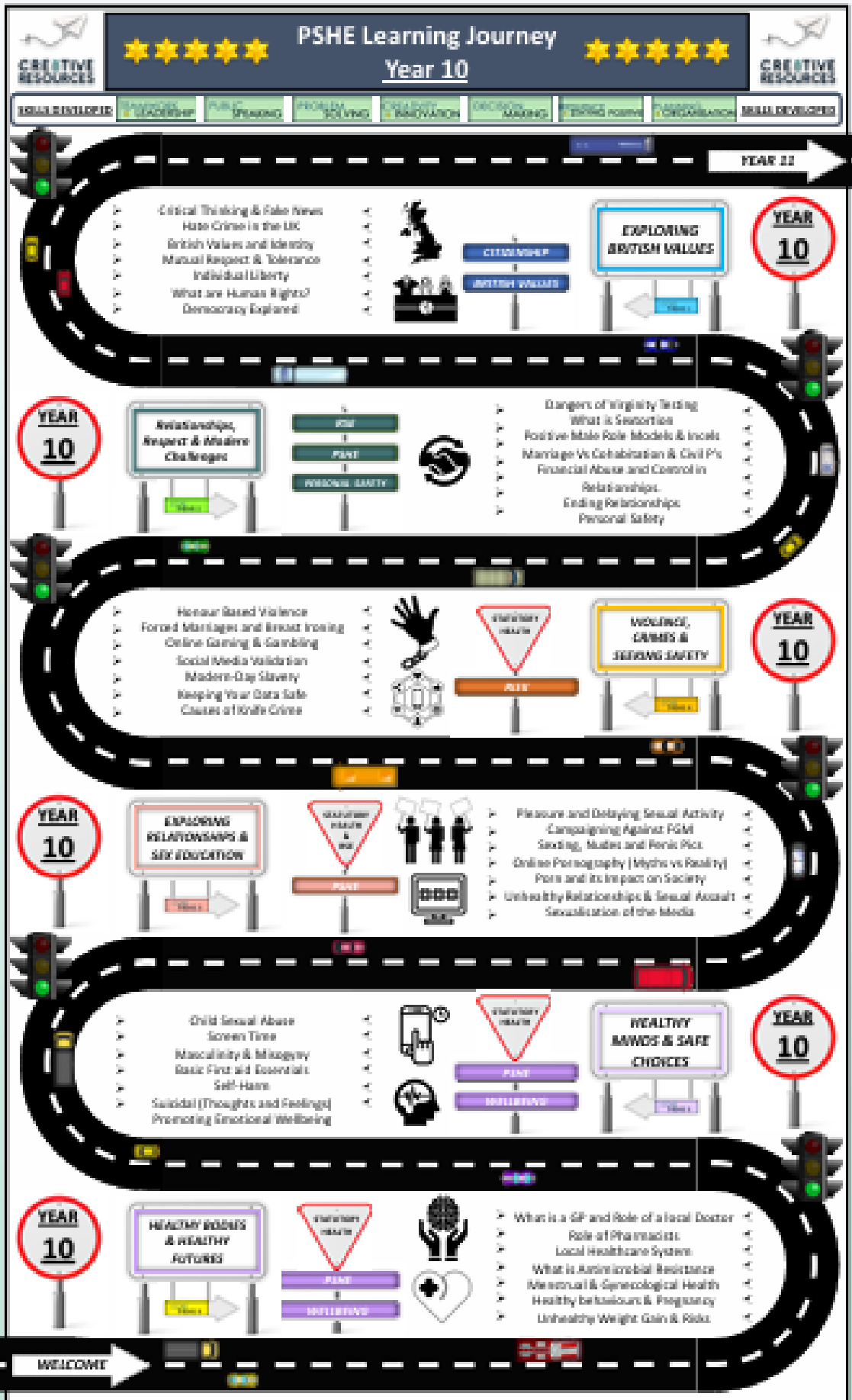
		• To be aware of harassment and violence (e.g. recognising abuse, unwanted attention) and how to report it and seek help	• To understand the risks relating to online gaming and video game monetisation
Year 6	***Key Theme: To understand uniqueness, power, diversity*** • To celebrate uniqueness • To understand power dynamics and bullying • To understand consent i.e. to asking someone's permission to do something • To understand bullying motivations • To identify signs of abuse and coercive behaviours and understand reporting mechanisms • To recognise role models in their world • To understand physical attraction • To know that isolation and loneliness can affect children, and the benefits of seeking support.	***Key Theme: To understand self-esteem, puberty, attraction, conception*** • To understand self-esteem and body image • To understand social media impact on mental health and self-esteem - media manipulation • To understand hormones and puberty • To understand what happens during conception and birth • To maintain balanced nutrition • To understand PANTS NSPCC (age 9-11) • To understand drug and medicine awareness including nicotine addiction - vaping and alcohol • To know facts and scientific evidence relating to vaccinations and immunisations	***Key Theme: To understand citizenship, transition, diversity*** • To understand prejudice and racism awareness • To recognize harmful online content, including misogyny and inappropriate images, with strategies for safe responses • To be aware of harassment and violence (coercion, online harassment) and how to report it and seek help • To understand scams, fraud and financial harms • To be aware of illegal behaviours online including drug and knife supply • To learn basic first aid • To manage transition to senior school

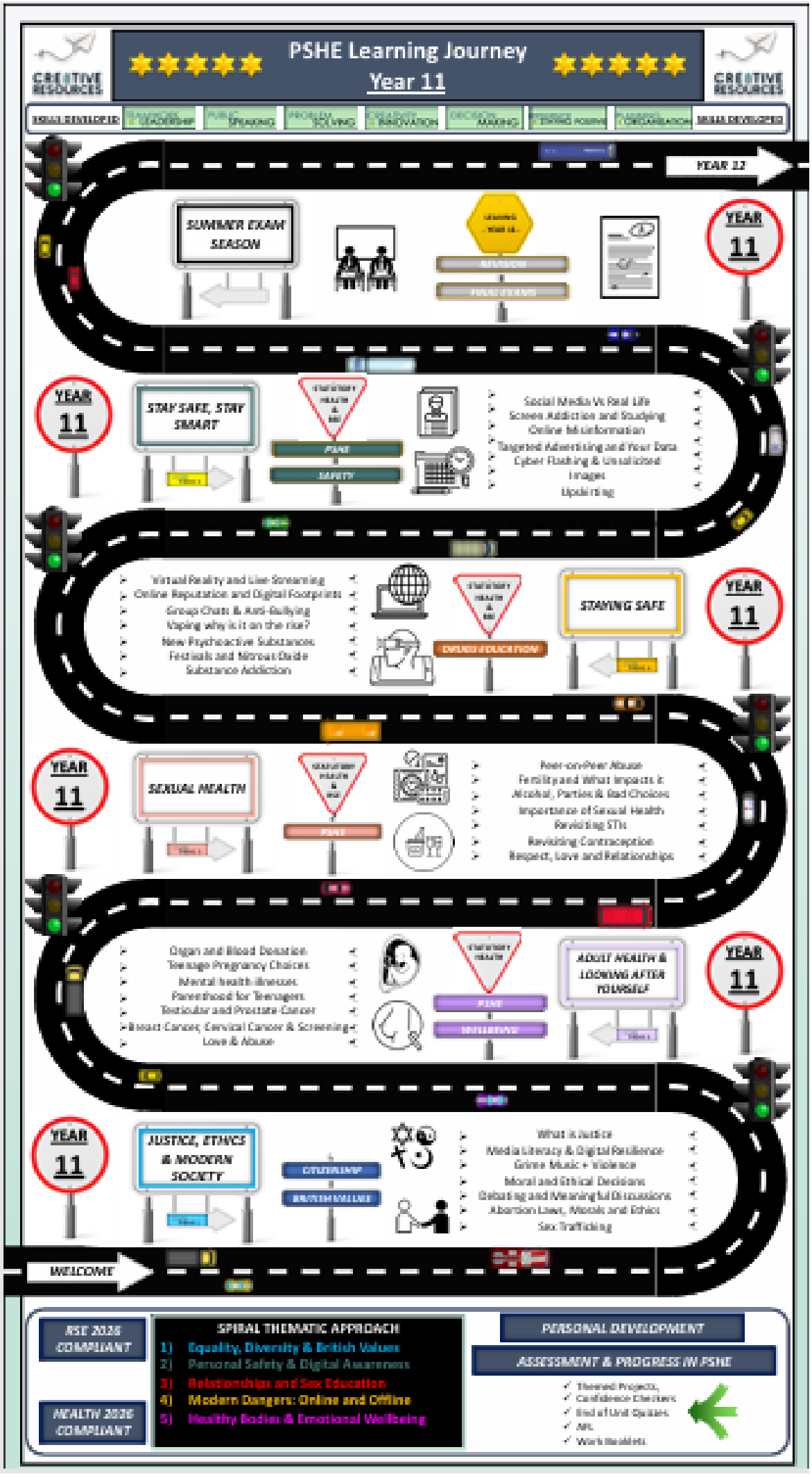
- **Appendix one**
- Senior School Curriculum coverage PSHE, RSE and health education




CREATIVE RESOURCES
PSHE Learning Journey
Year 8
CREATIVE RESOURCES
YEAR 9
What is your identity?
Multicultural Britain
Importance of Being Kind
Breaking Down Stereotypes
Learning Disabilities
Prejudice and Discrimination
Challenging Islamophobia
CITIZENSHIP
BRITISH VALUES
CELEBRATING DIFFERENCES
YEAR 8
YEAR 8
DIGITAL WORLDS & EMERGING DANGERS
CITIZENSHIP
PSHE
EQUALITY
Deepfakes
Bullying & Digital Media Literacy
What is AI Generated Sexual Imagery
AI & Chat Bots
Algorithms and content
AI - How is it changing the way we think
Illegal Online Behaviours
County Lines – What is it?
County Lines – Who is at Risk?
Substance Misuse
Cyberbullying
Online Grooming
Alcohol Safety
Child Exploitation & Online Protection
DRUGS EDUCATION
DANGER
DANGEROUS SOCIETY ONLINE & OFFLINE
YEAR 8
YEAR 8
IDENTITY, RELATIONSHIPS & SEX EDUCATION
PSHE
Relationships and Sex Education
Being Yourself & Self-Love
Healthy Respectful Relationships
What is Love?
Dealing with Conflict
Periods and Menstrual Cycle
Introduction to Contraception
Sexual Orientation
Health and Wellbeing
What is Mental Health?
Positive Body Image
Child Abuse
Types of Bullying
Healthy Eating and Cholesterol
Stress Management
PSHE
INTERVENE
PHYSICAL HEALTH & MENTAL WELLBEING
YEAR 8
YEAR 8
STAYING SAFE & BUILDING RESPECT
PERSONAL SAFETY
PSHE
Loneliness
Is it Bullying or Banter
Peer Pressure & Risk Taking
Personal Safety
Personal Safety in Public Spaces
Respect and Women
Why Sexist Jokes are Wrong
WELCOME
RSE 2026 COMPLIANT
HEALTH 2026 COMPLIANT
SPIRAL THEMATIC APPROACH
1) Equality, Diversity & British Values
2) Personal Safety & Digital Awareness
3) Relationships and Sex Education
4) Modern Dangers: Online and Offline
5) Healthy Bodies & Emotional Wellbeing
PERSONAL DEVELOPMENT
ASSESSMENT & PROGRESS IN PSHE
Themed Projects
Confidence Checkers
End of Unit Quizzes
APL
Work Booklets


PSHE Learning Journey
Year 9
YEAR 10
Conspiracies Theories & Narratives
Forms of Extremism
What is Terrorism?
War & Conflict
The Radicalisation Process
How Does Counter Terrorism Work?
Antisemitism in the UK
CITIZENSHIP
PREVENT
COMBATTING EXTREMISM & TERRORISM
YEAR 9
YEAR 9
CONTRACEPTION & STIS
What are STIs?
Treating STIs and the Clinic
Contraception Explored
Contraception - Condoms
Contraception Explored Further
HIV and AIDS
HIV and AIDS Prejudice and Discrimination
What is a Drug?
Different Types of Addictions
Cannabis Products
Drug Classifications
Party Drugs & Illegal Drugs
The War on Drugs
Volatile Substance Abuse
DRUG EDUCATION
LEGAL & ILLEGAL DRUGS
YEAR 9
YEAR 9
SEX, THE LAW & CONSENT
Sexual Consent and the Law
FGM and the Law
Relationships and Partners
Domestic Abuse and Domestic Violence
Why Have Sex?
Delaying Sexual Activity
Sexual Harassment and Stalking
How Self-Esteem Changes
What is a Penis?
What is a Vulva?
Bullying in all its forms
Dealing with Grief and Loss
Media and Airbrushing
Cancer Prevention and Healthy Lifestyles
PSHE
WELLBEING
BODY CONFIDENCE
YEAR 9
YEAR 9
EQUALITY & DIVERSITY EXPLORED
CITIZENSHIP
PSHE
EQUALITY
Equality Act 2010
LGBTQ+ What is it?
LGBTQ+ Rights Across the World
Gender Equality
Ableism and Disability Discrimination
Removing the Barriers, Equality for All
Racism & Discrimination in Society
WELCOME
RSE 2026 COMPLIANT
HEALTH 2026 COMPLIANT
SPIRAL THEMATIC APPROACH
1) Equality, Diversity & British Values
2) Personal Safety & Digital Awareness
3) Relationships and Sex Education
4) Modern Dangers: Online and Offline
5) Healthy Bodies & Emotional Wellbeing
PERSONAL DEVELOPMENT
ASSESSMENT & PROGRESS IN PSHE
Tutored Projects,
Confidence Checkers
End of Unit Quizzes
APL
Work Booklets


CREATIVE RESOURCES
PSHE Learning Journey
Year 10
CREATIVE RESOURCES
YEAR 11
Critical Thinking & Fake News
Hate Crime in the UK
British Values and Identity
Mutual Respect & Tolerance
Individual Liberty
What are Human Rights?
Democracy Explained
CITIZENSHIP
BRITISH VALUES
EXPLORING BRITISH VALUES
YEAR 10
YEAR 10
Relationships, Respect & Abusive Challenges
RSE
PSHE
PERSONAL SAFETY
Dangers of Virginity Testing
What is Sextortion
Positive Male Role Models & Incels
Marriage Vs Cohabitation & Civil P's
Financial Abuse and Control in Relationships.
Ending Relationships
Personal Safety
Honour Based Violence
Forced Marriages and Breast Ironing
Online Gaming & Gambling
Social Media Validation
Modern-Day Slavery
Keeping Your Data Safe
Causes of Knife Crime
STATUTORY HEALTH
RSE
VIOLENCE, CRIMES & KEEPING SAFE
YEAR 10
YEAR 10
EXPLORING RELATIONSHIPS & SEX EDUCATION
RELATIONSHIPS HEALTH & RSE
PSHE
Pleasure and Delaying Sexual Activity
Campaigning Against FGM
Sexting, Nudes and Penis Pics
Online Pornography (Myths vs Reality)
Porn and its Impact on Society
Unhealthy Relationships & Sexual Assault
Sexualisation of the Media
Child Sexual Abuse
Screen Time
Masculinity & Misogyny
Basic First aid Essentials
Self-Harm
Suicidal (Thoughts and Feelings)
Promoting Emotional Wellbeing
STATUTORY HEALTH
PSHE
WELLBEING
HEALTHY HABITS & SAFE CHOICES
YEAR 10
YEAR 10
HEALTHY BODIES & HEALTHY FUTURES
STATUTORY HEALTH
PSHE
WELLBEING
What is a GP and Role of a local Doctor
Role of Pharmacists
Local Healthcare System
What is Antimicrobial Resistance
Menstrual & Gynecological Health
Healthy behaviours & Pregnancy
Unhealthy Weight Gain & Risks
WELCOME
RSE 2020 COMPLIANT
HEALTH 2020 COMPLIANT
SPIRAL THEMATIC APPROACH
1) Equality, Diversity & British Values
2) Personal Safety & Digital Awareness
3) Relationships and Sex Education
4) Modern Dangers: Online and Offline
5) Healthy Bodies & Emotional Wellbeing
PERSONAL DEVELOPMENT
ASSESSMENT & PROGRESS IN PSHE
Themed Projects
Confidence Checkers
End of Unit Quizzes
APs
Work Booklets


PSHE Learning Journey
Year 11
CREATIVE RESOURCES
SOCIAL DEVELOPED
EMOTIONALLY DEVELOPED
YEAR 12
SUMMER EXAM SEASON
YEAR 11
STAY SAFE, STAY SMART
PSHE
SAFETY
Social Media Vs Real Life
Screen Addiction and Studying
Online Misinformation
Targeted Advertising and Your Data
Cyber Flashing & Unsolicited Images
Upskirting
Virtual Reality and Live Streaming
Online Reputation and Digital Footprints
Group Chats & Anti-Bullying
Vaping: why is it on the rise?
New Psychoactive Substances
Festivals and Nitrous Oxide
Substance Addiction
DRUG EDUCATION
STAYING SAFE
SEXUAL HEALTH
PSHE
Peer-on-Peer Abuse
Fertility and What Impacts it
Alcohol, Parties & Bad Choices
Importance of Sexual Health
Revisiting STIs
Revisiting Contraception
Respect, Love and Relationships
Organ and Blood Donation
Teenage Pregnancy Choices
Mental health illnesses
Parenthood for Teenagers
Testicular and Prostate Cancer
Breast Cancer, Cervical Cancer & Screening
Love & Abuse
PSHE
RELATIONSHIPS
ADULT HEALTH & LOOKING AFTER YOURSELF
JUSTICE, ETHICS & MODERN SOCIETY
CITIZENSHIP
BRITISH VALUES
What is Justice
Media Literacy & Digital Resilience
Grime Music + Violence
Moral and Ethical Decisions
Debating and Meaningful Discussions
Abortion Laws, Morals and Ethics
Sex Trafficking
WELCOME
RSE 2026 COMPLIANT
HEALTH 2026 COMPLIANT
SPIRAL THEMATIC APPROACH
1) Equality, Diversity & British Values
2) Personal Safety & Digital Awareness
3) Relationships and Sex Education
4) Modern Dangers: Online and Offline
5) Healthy Bodies & Emotional Wellbeing
PERSONAL DEVELOPMENT
ASSESSMENT & PROGRESS IN PSHE
Themed Projects,
Confidence Checkers
End of Unit Quizzes
MFL
Work Booklets

Personal Safety & Digital Awareness

Money, Media & Modern Society Unit		Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
01 Intro to Tax: What Is It and Who Pays It in the UK?	Year 7	To be able to describe different types of tax in the UK To assess which public services are the most important To be able to explain why some people pay more tax than others	Income tax, national insurance, VAT, inheritance, capital gains, salary, deduction	I can describe at least 3 different types of tax in the UK I can prioritise different public services paid for by UK taxes I can explain why some people pay more tax than others	Use this link to the government website to find out how much tax and NI you will pay at any weekly, monthly or yearly salary!			
02 How Does the Government Use Our Taxes?	Year 7	I can describe different types of taxes I can explain how taxes are used to benefit society I can assess what the best use of taxpayer money might be	Tax, government, taxpayer, national insurance, VAT, capital gains, council, inheritance, income	I can describe different types of taxes I can explain how taxes are used to benefit society as a whole I can assess what the best use of taxpayer money might be	From the categories discussed today, which do you think are the 3 main priorities the government should spend money on? Justify your answer!	https://www.youtube.com/watch?v=Un9W8U0VRpY		
03 Advertising Tricks: How Are We Manipulated to Spend?	Year 7	To understand how advertising can influence our choices To apply common marketing techniques to create your own advert To assess which advertising tricks work on you and how to spot them	Advertising, deals, manipulation, psychological techniques, plaintiff, marketing	I can describe 4 advertising techniques that can be used to influence our spending choices I can create my own persuasive advert and apply at least 2 techniques I can explain which advertising techniques work on me and know what I can do to protect against these influences	Make a note of the next 5 purchases you make (online or in person) Take a photo of the advertisement or packaging you saw before you bought each item Identify which (if any) advertising techniques were used	https://www.youtube.com/watch?v=44_MNHaSAno	https://www.youtube.com/watch?v=-vu7OCg0dGA	
04 Becoming a Responsible Citizen	Year 7	To understand what it means to be responsible. To consider how we can be responsible in different areas of our lives. To create a responsibility action plan.	Responsibility, Citizen, Society, SMART goal	I understand what it means to be responsible. I know how to be responsible in different areas of my life. I can create a responsibility action plan.	Complete one of your SMART goals. Write 250 words about the impact of your goal.	https://www.youtube.com/watch?v=bCteZqlwf-k	https://www.youtube.com/watch?v=wGbmAH4mBPA	
05 How Deepfakes are being used in politics	Year 7	To understand what is meant by a deepfake To be able to explain how to identify a deepfake To assess the impact and consequences of creating deepfakes of politicians	AI , deepfake, democracy, politician, election, confirmation bias	I can describe what is meant by a deepfake. I can explain how to spot a deepfake video I can assess the impact of deepfakes on politics and elections	Next time you see an picture or video online that doesn't look or sound quite right, question whether this could be a deepfake before believing it's content and report this to moderator.	https://www.youtube.com/watch?v=3wVpVH0Wa6E	https://www.google.co.uk/search?q=keir+starme+rswearing+at+staff+deepfake+audio#fpstate=ive&vld=cid:7b351f3b,vid:ibF5huB_e10,st:0	
06 How to Avoid Financial Scams	Year 7	To be able to describe different types of financial scams To explain how to avoid being scammed To discuss the potential impacts of financial scams on victims	Scam, fraud, defraud, pig butchering, phishing, AI voice cloning, legitimate	I can describe different types of financial scams I can explain how you can avoid being scammed I can discuss the potential impacts of financial scams on victims	Write down the 5 most important pieces of advice from today's lesson you would give someone to avoid getting scammed.	https://www.youtube.com/watch?v=K7Gm40-Cv48		
07 Census 2021 - Multicultural Britain	Year 7	To understand what the Census is To be able to explain how Census data is collected To consider the importance of analysing changes to the census	Census, Office for National Statistics, Data, Statistics, enumerator	I understand what the Census is I can explain how Census data is collected I can consider the importance of analysing changes to the census	During today's session, we have used a few of the Census 2021's interactive features. Come up with an idea that the ONS could add to the website that students could interact or engage with to learn more about the Census report. This could be a game, survey, quiz or discussion forum.			

CRE8TIVE RESOURCES RSHE 2026 SPIRAL THEMATIC APPROACH

Equality, Diversity & British Values

Managing Change Unit	YEAR GROUP	Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
Managing Change - 01 - What is PSHE?	Year 7	Describe how people's feelings change during stages of transition Describe your feelings during times you have experienced transitions Identify ways of coping with transition points and how you would apply them to future times of change in your life	Transition Points, Career, Change, Risk, Reflection	I understand the term transition I can explain the different career transition points in secondary school and beyond I am able to reflect on the feelings experienced during transition	Think of a skill you would like to develop or improve on and create a 6 point plan of action detailing where you are now where you want to be and what you need to do to get there.	https://www.youtube.com/watch?v=3B7pPArgfcA		
Managing Change - 02 - Getting to Know People	Year 7	I understand the concept of trust I can explain what I have in common with others across my class. To evaluate what it would take for society to truly flourish	Trust, Honesty, Integrity, Self Esteem, Society, Character Traits	I can identify a range of people I trust in my life I know a lot about other people in my class I can identify positive character traits	Write a paragraph or two on a celebrity or fictional character explaining what positive character traits they have and how that makes them a good person.	https://www.youtube.com/watch?v=07jEYUqbbQc		
Managing Change - 03 - What is a Community	Year 7	To understand the concept of community and what makes a cohesive community To explore how British communities have changed over the past 60 years To evaluate how welcoming your local community is	Tolerance, Community, International, local, national, Community Cohesion	I can define community cohesion I understand the benefits of a multicultural society I know how to be an active member of my community	Come up with an idea for a new local community that you would like to join and create a poster encouraging people to join.	https://www.youtube.com/watch?v=uQCn-6N9hng		
Managing Change - 04 - Careers and Your Future	Year 7	To understand the meaning of the word career To be aware of how careers education can help you plan for the future and recognise limitations of making career choices based on 'dream' ideas To be aware of what considerations are involved in making realistic choices	Careers, Skills, Qualities, Future, Aspirations, Opportunities	I am aware of how important careers education is I'm aware of how not to limit my future career options I'm aware of future opportunities in learning and work	Research your ideal job for the future.	https://www.youtube.com/watch?v=klLnd32F5LI		
Managing Change - 05 - Sleep and Relaxation	Year 7	To describe what actually happens when we sleep To explore the benefits of good quality sleep To explain how to improve sleep quality and where to source extra help and support from	Routine, Regeneration, Growth, Memory, Environment, Immunity, Sleep hygiene	I understand what happens to me when I sleep I can explain the benefits of good quality sleep I know a rage of strategies to improve my sleep	Create your own infographic with as any tips as you can think of for getting a good nights sleep.	https://www.youtube.com/watch?v=q_9_fCgl7yY&feature=emb_logo	https://www.youtube.com/watch?v=RDGv1XGSHiE	
Proud to be me - 02 - Proud to be me	Year 7	To identify what is important for you and what you expect from yourself, taking into account the beliefs and expectations that others have of you I can describe my self esteem and understand ways to improve it To evaluate what self self love is	Emotion, Feelings, Thoughts, Past Behaviours, Understanding, Ambition, Ideal Self, Actual Self, Values	I can describe my own self esteem I have aspirations and am looking forward to the future I can describe what self love is	Write down 3 aspects of yourself where you feel you could improve. Why have you chosen these 3 things? What could you change starting today to help you improve these parts of yourself?	https://www.youtube.com/watch?v=aoYEQgG4-JY	https://www.youtube.com/watch?v=wEJd2RyGm8Q	https://www.youtube.com/watch?v=B19g3oXTD5I
Managing Change - 07 - Transition Points in Your Life	Year 7	Describe how people's feelings change during stages of transition Describe your feelings during times you have experienced transitions Identify ways of coping with transition points and how you would apply them to future times of change in your life	Transition points, Career, Change, Risk, Reflection	I understand the term transition I can explain the different career transition points in secondary school and beyond I am able to reflect on the feelings experienced during transition	Using the questions on the handout interview you family members about their life choices and experiences.	https://www.youtube.com/watch?v=W_WY3BozxXY		
Law Crime & Society Unit		**Learning Outcomes**	**Key Terms**	**Assessment Objectives**	**Homework**	**Video Link 1**	**Video Link 2**	**Video Link 3**
Law, Crime & Society - 01 - Desert Island - Living	Year 7	To consider what it would be like to live on a desert island To understand that rights come with responsibilities To evaluate the fairest way to make choices	Rite of Passage, Moral Dilemmas, Philosophies, Optimistic, Civilization	I can make difficult decisions I work well in a team understand the qualities needed to be a leader I know what moral dilemmas are and can give examples	Think of a time when you had a moral dilemma in your own life. Write no less than two paragraphs explaining what happened, what you chose to do and why.			
Law, Crime & Society - 02 - Desert Island - Building a Community	Year 7	To understand the concept of community cohesion and what makes a community To be able to make decisions and understand their impact To understand the different forms of prejudice that exist	Community, Cohesion Diversity, Prejudice, Discrimination	I know what makes a good community I am aware of the dangers of stereotyping and prejudging people I can define prejudice and discrimination	Research a cohesive community from anywhere around the world. What makes their community work well together? What issues have they had to overcome?			
Law, Crime & Society - 03 - Desert Island - Making Decisions	Year 7	Understanding how to make informed deisions To consider the impact my decision could have To develop skills of evaluation, prediction and self reflection	Informed Decisions, Procedures, Consequences, Ceremony, Celebration	I know how to make informed decisions I understand how my decisions can have good or bad consequences I can explain how I have been a good team player	Write down 5 things you think you have done well on the desert island so far and 5 things you feel you could have done better.			
Law, Crime & Society - 04 - Desert Island - Criminals, Law & Society	Year 7	To understand that the age of criminal responsibility varies in different countries To understand how the criminal justice system operates for young offenders To evaluate why young people may commit crimes	Theft, Laws, Criminal Responsibility, Young Offenders, Conviction, Remorse	I know the age of criminal responsibility in the UK and other countries I can explain how the criminal justice system treats young offenders I can define legal rights and the rule of law	Create a piece of marketing of your choice to help stop young people from committing crimes. This could be a: poster, tweet, social media post or email campaign. Be sure to include the main message with impactful words and images.	https://www.youtube.com/watch?v=jPkXKuLI3Uo	https://www.youtube.com/watch?v=W916ART9FIQ	
Law, Crime & Society - 05 - How are Laws Made	Year 7	To understand why laws are needed in society To understand the process of how a bill passes through Parliament To evaluate recent changes to the law in England and Wales	Royal Assent, Bill, White & Green Paper, Consultation, Reciprocity, Ping-Pong of a Bill	I can explain why society needs laws I understand how a bill becomes a law in the UK I know some recent law changes in the UK	Create an infographic for a younger year group which explains the process of how a bill becomes a law in the UK. You may also wish to add key definitions to your image.	https://www.youtube.com/watch?v=TcmseQadeOk	https://www.youtube.com/watch?v=LaFgWniqd2Y	
Law, Crime & Society - 06 - Prison, Reform and Punishment	Year 7	To explain the types of punishments available in the UK To understand the different theories behind punishing offenders To evaluate whether prison is an effective form of punishment	Retribution, Rehabilitation, Reperation, Denunciation, Incapacitation , Deterrence	I can name a wide variety of punishments used in the UK Criminal Justice System I understand the theories behind punishment I understand the arguments for and against the use of prisons	Research a local prison. Name, category, capacity, population and any issues they have had to overcome. Do you think this prison is doing a good job overall? What could they do better?			

Relationships and Sex Education

Friends, Respect & Relationships Unit		Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
Friends, Respect & Relationships - 01 - Consent and Boundaries	Year 7	To understand what constitutes consent and why consent should always be respected To evaluate why personal space and boundaries are important when growing up To understand how to deal with situations in an assertive way	Consent, Boundaries, Peer Pressure, Individual Choice, Capacity to Consent, Assertive	I understand what consent is and when it is given I can explain why boundaries including personal space are important I can respond to people and situations in an assertive manner	Imagine that you could go back in time and set a boundary in a situation from your past. What would you say or do to make yourself feel safer or more comfortable? Write a paragraph about how you would set that boundary.	https://www.youtube.com/watch?v=h3nhM9UUjc	https://www.youtube.com/watch?v=a6_8zBcm7xk	https://www.youtube.com/watch?v=XFAEeOd3H9k
Friends, Respect & Relationships - 02 - Respect and Relationships	Year 7	To understand the wide range of relationships young people have To understand that different types of relationships will work in different ways To consider the differences between people and learn how to respect those differences	Respect, Relationships, Differences, Understanding, Behaviour	To identify a wide arrange of different relationships I understand the differences between a friendship and a relationship I know how to respect the rights of people and can help others to do the same	Watch a movie or TV show that features respectful relationships. Write a short review of the show and explain how the characters showed respect towards each other.	https://www.youtube.com/watch?v=oVOnZFvcDkE		
Friends, Respect & Relationships - 03 - What Makes a Good Friend	Year 7	To understand the importance of friendship and the qualities that make a good friend To know what is needed to form positive relationships with friends To evaluate why some friendships can be more beneficial than others	Friendship, Loyalty, Acquaintances, Toxic, Jealousy, Betrayal, Isolation	I know the benefits of having friends and the stages of friendship I understand what I'm looking for in a friend and how to make new friends I understand how to identify toxic friendships and the risks of them	Create a friendship pledge, where you commit to being a good friend and treating others with kindness and respect. Include what you intend to pledge and how you will go about achieving it. You can make your pledge in a drawing, a short speech or any other creative way you can think of.	https://www.youtube.com/watch?v=avHdx18pi_U	https://www.youtube.com/watch?v=1zx11-9RU2U&fbclid=IwAR0pKqQt1Je_94772Ti653v155hn_w3YxErsiF2LnE_qaC6-X2KIUKUhAUA&app=desktop	
Friends, Respect & Relationships - 04 - Friendships & Online Relationships	Year 7	To understand the different types of friendships that exist To understand what an unhealthy relationship might look like To explore what being a true friend to someone really entails	Online Friends, Self-Disclosure, Phubbing, Online Friends, Malicious, Exploited	I can recognise if I have unhealthy friendships I understand the importance of not giving too much information to online friends I can give good advice to others on what a friendship should and shouldn't be	Create an acrostic poem for FRIENDSHIP Friendly Reliable I E N D S H I P	https://www.youtube.com/watch?v=B32JRmYBaho		
Friends, Respect & Relationships - 05 - Being Positive	Year 7	To understand that most people feel the same range of emotions, but do not always respond in the same way to similar situations To celebrate personal strengths and achievements and promote awareness of what can affect us To see the good that can come from the bad	Positivity Thinking , Negativity, Balance, Resilience, Optimism, Physical Health	I regularly give other people compliments and try to be kind to others I can explain my strengths and why it is important to be aware of my emotions I can turn a problem into an opportunity	Create a personal journal writing in it every time you have a negative thought or are in a bad situation. Then write next to it something positive that can come from what you have thought or experienced.	https://www.youtube.com/watch?v=5mw5E6gYpB8	https://www.youtube.com/watch?v=IbnzAVRZ9Xc	https://www.youtube.com/watch?v=enb4QE8hpbQ
Friends, Respect & Relationships - 06 - Pressure, Influence and Friends	Year 7	To explain why it is important to be confident and assertive To know how to deal with peer pressure To understand when peer pressure can go wrong and how it can make someone else feel	Pressure, Influence, Confidence, Assertive, Peer Pressure, Self-Esteem, Manipulative	I know what peer pressure is and can explain how it impacts people I understand the best way to deal with peer pressure I understand how I'm influenced and how my actions influence others	Write a news article in the third person about a time you have been pressured to do something you didn't want to, give your article a headline and provide details such as what you did leading up to the time, what happened during and how you felt throughout. If you cannot think of a real life example feel free to make up something realistic. E.g. Headline – 'Breaking News, Student from London Steals Sweets'	https://www.youtube.com/watch?v=NjFnoU0IJrE		
Friends, Respect & Relationships - 07 - What Does it Mean to be a Man in Today	Year 7	To understand what it means to be a man in modern society To explore rigid gender stereotypes of masculine men To evaluate the characteristics of a 'good man' and a 'real man'	Masculinity, Man Box, Real Man, Rigid Gender Roles, Self-Sufficiency	I understand unhealthy male stereotypes and what it really means to be a man I know the difference between a 'real man' and a 'good man I am confident in showing my emotions	Create a mind map of a male role model in your life, add as much information about them as you can. E.g. who they are, why they are a role model for you, issues they have overcome, etc.	https://www.youtube.com/watch?v=HL6-6zdGDxU		

Modern Dangers: Online & Offline

Staying Safe Online & Offline Unit	YEAR GROUP	Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
Staying Safe Online & Offline - 01 - Avoiding Gangs & Criminal Behaviour	Year 7	To understand the reasons why young people might want to join a gang To understand the consequences of breaking the law and engaging in criminal behaviour To think of solutions to prevent young people from joining gangs	Criminal Behaviour, County Lines, Discharge, Youth Rehabilitation Order, Custodial Sentence	I can recognise gang member behaviour and know how to avoid it I understand why some young people join gangs I understand the range of punishments for breaking the law	Choose one of the punishments for breaking the law and research it in further detail then write two paragraphs explaining what it is and what you would have to do. Discharge, Youth Rehabilitation Order, Custodial sentence, Youth Cautions, Community Resolutions, Community Sentences, Detention and Training Orders, Parenting Orders, Referral Order or Reparation Order	https://www.youtube.com/watch?v=uMJR1ViP-Ms		
Staying Safe Online & Offline - 02 - Staying Safe Online	Year 7	I can explain what a gut feeling is and how it links to my intuition I can identify a range of risks associated with being online I know how to reduce the potential risks when I am online and where to go to seek further help and support	Intuition, Instincts, Grooming, Online Predators, Identity Theft, Cyberbullying	I am confident listening to my gut feeling about online situations and choices I understand a wide range of risks associated with internet use I know how to reduce the risks associated with being online	Continue to work on your safety leaflet, if you have space add another topic for people to be aware of when going online.	https://www.youtube.com/watch?v=GHW6O3Mf0qE	https://www.youtube.com/watch?v=MB5VDIebMd8	https://www.youtube.com/watch?v=GAXBz5kC3CQ
Staying Safe Online & Offline - 03 - Online Gaming, Grooming and Addiction	Year 7	To define what a gaming addiction is and recognise symptoms of it To explore the benefits and risks associated with online gaming including grooming of players To evaluate what support networks are available to help support those in need	Grooming, Addiction, Fake Profiles, Noob, Frag, Respawn, Sunk Cost Fallacy, Gaming Disorder	I understand a range of risks associated with online gaming I understand the importance of reporting anything suspicious I see or hear online I can define what a gaming addiction	Create a graphic that highlights one of the dangers associated with gaming. E.G. online strangers or addiction	https://www.youtube.com/watch?v=XjKi7nD3F-c	https://www.facebook.com/notinourcommunity/videos/listentoyourselfie-the-game-childline/2561670983858937/	https://www.youtube.com/watch?v=51TaKvCeKqY
Staying Safe Online & Offline - 04 - Alcohol and Risk	Year 7	To understand how alcohol impacts the body To explore the consequences of alcohol misuse To evaluate the negative impact alcohol use is having on wider society	Alcohol, Ethanol, Underage Drinking, Excess, Alcohol Poisoning, Units, ABV	I know what alcohol is and the different forms it comes in I can explain the short and long term impacts of alcohol use I can explain the impact alcohol misuse is having on society	Continue working on and refining your anti-drinking campaign poster.	https://www.youtube.com/watch?v=1bhO9BUHeLE	https://www.youtube.com/watch?v=V2Aj-ij6p38	
Staying Safe Online & Offline - 05 - Nicotine and Smoking	Year 7	To explain the harmful chemicals that are contained within a cigarette To understand the impacts smoking has on the body To evaluate how effective the government has been in helping people to quit smoking	Nicotine, Carbon Monoxide,, Cigarette, Vaping, Tar, Ammonia, Cyanide	I can explain the health consequences of smoking I know why it is hard to quit and what the Government is doing to help I will never become a smoker when I'm older	Write a letter to your future self explaining the dangers of smoking and what it does to your body also remind yourself of how difficult it is to quit.	https://www.youtube.com/watch?v=Y18Vz51Nkps	https://www.youtube.com/watch?v=qCMzJjupxQI	https://www.youtube.com/watch?v=0Pwj6BuS8Ds
Staying Safe Online & Offline - 06 - E-Cigs, Vaping and Shisha	Year 7	To understand what vaping is and the science behind it To describe the risks to a persons health when vaping or using shisha To understand some of the reasons why people might choose to vape or smoke	E-Cigarettes, Vaping, Vaporiser, Vape Shops, Shisha, Hookha, Tobacco	I know the difference between smoking, vaping and shisha I understand the risks associated with vaping and shisha I will never take up vapingor shisha when I'm older	Do you own futher research and write two paragraphs on your opinion of vaping or shisha. Be sure to include why you feel the way you do. You can also add in a personal experience you have had or seen in the past if you wish.	https://www.youtube.com/watch?v=asULXuZqWCc	https://www.youtube.com/watch?v=ITFlUFW5p-c	
Staying Safe Online & Offline - 07 - Energy Drinks and Caffeine	Year 7	To understand how much sugar and caffeine are in certain drinks To explore the health risks associated with energy drinks To understand the importance of making healthy life choices	Caffeine, Taurine, Guarana, Consumption, Coffee, Nausea, Jitters, Sugar Crash	I know which drinks are high in sugar content I am able to make healthy choices with regards to what I drink I understand the risks associated with energy drinks and caffeine	Research a brand of energy drink, find out what ingredients it has and create a mindmap showing the ingredients and their associated effects.	https://www.youtube.com/watch?v=UkPfe2LpF20	https://www.youtube.com/watch?v=-RNqUoCpwao	
Staying Safe Online & Offline - 08 - Knife Crime and Safety	Year 7	To know basic knife safety and what to do if threatend To explain the legal, emotional and physical consequences of carrying a knife To understand how knife crime impacts families and communities	Threat, Fear, 999, Distress, Criminal Record, Senseless Violence, Offensive Weapons Act 2019	I know basic knife safety and what to do in a threatening situation I understand the risks and impact carrying a knife has on family and friends I would never resort to carrying a knife under any circumstance	Research a case study of an knife related crime that has happened in the UK. Then complete a table like the one below.	https://www.youtube.com/watch?v= ibYqbL0yZE	https://www.youtube.com/watch?v=RAMblz3Y2JA&list=PL-wqVjWM93IZbcY3SFHBBSGBK5pDXXbT&index=6	

Health & Wellbeing

Puberty & Body Development Unit	YEAR GROUP	Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
Puberty & Body Development - 01 - Introduction to Puberty	Year 7	To describe the emotional, social and physical changes that happen during puberty To understand that girls and boys develop differently during puberty To empathise with those that are starting puberty and understand how to support them	Puberty, Hormones, Adolescence, Testosterone, Oestrogen, Progesterone, Social, Emotional, Physical	I understand the challenges that puberty brings I am able to empathise with others who are about to go through puberty I know the emotional, social and physical changes that happen during puberty	Come up with 5 questions that you would like to know the answers to on the topic of puberty.	https://www.youtube.com/watch?v=bkkiv39U2c		
Puberty & Body Development - 02 - Girls Puberty & Periods (Double Lesson)	Year 7	To understand the physical and emotional changes that happen to girls during puberty To know the basics of the menstrual cycle and a range of feminine protection products available To describe the main things that happen to girls during their menstrual cycle	Menstrual Cycle, Hormones, Growth Spurt, Pubic Hair, Ovulation, Tampon, Panty Liner, Pad	I understand the physical changes that happen to girls bodies, inside and out I can describe what happens to a girl during hr menstrual cycle I know various feminine protection products available and how they work	Using your advice for young women mind map and other research and turn it into an information leaflet aimed at young women.	https://www.youtube.com/watch?v=FKHHjlVpuB8	https://www.youtube.com/watch?v=DBe7-PHRav8	https://www.youtube.com/watch?v=ZJad7a9Pu9k
Puberty & Body Development - 03 - Boys Puberty	Year 7	To know all parts of the male reproductive system To describe the physical and emotional changes that happen to boys through puberty To understand the challenges that boys face during puberty including erections, wet dreams and body image.	Urethra, Prostate, Testicle, Erection, Penis Wet Dreams, Ejaculation	I can identify all parts of the male reproductive system I am able to empathise with boys who are going through puberty I know the physical and emotional changes that happen to boys during puberty	Using what you have learned and other research create an information leaflet aimed at young boys to let them know what will happen during puberty.	https://www.youtube.com/watch?v=onggxBVl4qw	https://www.youtube.com/watch?v=WmeqkWBcALU	https://www.youtube.com/watch?v=RJtbLfJ_kRk
Puberty & Body Development - 04 - Personal Hygiene	Year 7	To know the causes of body odour and how to prevent it To understand the ways in which diet, exercise, hygiene and sleep contribute to being healthy To understand how important personal hygiene is and how to achieve it	Deodorant, Anti-perspirant, Hygiene, Bacteria, Body Odour, Positive Wellbeing	I understand the causes of body odour and how to prevent it I can explain how personal hygiene links to a healthy body I understand how to achieve good standards of personal hygiene	Add some of the things you have learned today to you own personal hygiene routine moving forwards.	https://www.youtube.com/watch?v=jQ2e0KH5Wrl		
Puberty & Body Development - 05 - Growing Up	Year 7	To know what to expect as you grow up To understand a range of issues that may impact you as you grow up To understand there are some cultural practices in the world that do not respect 'your body your rules', principles	Adolescence, Self-Identity, Social Dynamics, Self-Awareness, Pressure, Bodily Autonomy, Consent	I know what to challenges to expect as I grow up I know how to look after my best interests in the future I understand the my body my rules philosophy and why it is important	Draw a picture of how you see yourself as an adult, add words around your drawing of what you think your lifestyle will be like, what job you will have, etc.	https://www.youtube.com/watch?v=dpxLWAtw9z8	https://www.youtube.com/watch?v=xb98qYIfNZ4	
Puberty & Body Development - 06 - Self-Esteem	Year 7	To describe self-esteem and recognise behaviours linked to low and high self-esteem To evaluate my own level of self-esteem To develop strategies to help improve self-esteem and understand the wide range of influences on it	Low Self-Esteem, High Self-Esteem, Criticism, Rejection, Failure, Confidence	I can define high and low self-esteem and give examples I understand a range of issues that may impact my own self-esteem I know a wide range of ways to boost my own self-esteem	Practice positive self-talk to help improve your self-esteem. Write down 10 positive things about yourself (you do not have to share these with anyone else). If you feel that you are about to think something negative about yourself try to 'catch yourself' and turn it into a positive thought instead	https://www.youtube.com/watch?v=MbF5dyU96CE		
Puberty & Body Development - 07 - Tooth Decay and Dental Health	Year 7	To describe the importance of dental hygiene and the impact sugar can have on tooth decay To understand the responsibility of looking after your own body To explain how a poor diet can lead to many health risks	Tooth Decay, Dental Health, Hygiene, Oral Care, Enamel, Cavities	I know how to look after my teeth I can explain the importance of oral hygiene I know the associated risks of a poor diet on my own physical and mental health	Draw a picture of a tooth and label it with every important piece of information you can think of to do with tooth decay and good dental hygiene.	https://www.youtube.com/watch?v=H6q1I37_r1E	https://www.youtube.com/watch?v=4A6XkYpmidU	

Year 8

Celebrating Differences Unit	YEAR GROUP	Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
Celebrating Differences - 01 - What is your Identity	Year 8	To appreciate the wide variety of aspects that make up my identity To understand the nature vs nurture debate To accept that it's okay to be different and to be proud of your identity	Identity, Characteristics, Nature vs Nurture, Values, Genetic Inheritance, Cultural Upbringing	I know how different aspect of my life can influence my identity I can define what the nature vs nurture debate is I understand ways I might lose my sense of identity and know what I can do about it	Write two paragraphs to your future self to help with overcoming a major life event and remind yourself to not lose your sight of who you are what you have achieved so far and what you are capable of.	https://www.youtube.com/watch?v=om3INBWfoxY&t=	https://www.youtube.com/watch?v=k50yMwEOWGU	https://www.youtube.com/watch?v=XQJhRDbsDzI
Celebrating Differences - 02 - Multicultural Britain	Year 8	To understand and describe how diverse modern Britain is To explore the facts and figures of immigration and pull factors To evaluate the concept of Britishness and whether multiculturalism works	Immigration, Emigration, Pull Factors Multicultural Society, Diversity, Census 2021	I can give examples of multicultural Britain I can explain why different groups have and continue to migrate to the UK I can explain the positive impact migration has and have an opinion on if multiculturalism works	Visit https://www.ons.gov.uk/census/maps/ and research your local area from the main map go to Home > Identity > Ethnic group. Do you agree with the statistics? Do you think that your area is more/less multicultural than the data suggests? Why?	https://www.youtube.com/watch?v=63kjJDntixQ		
Celebrating Differences - 03 - Importance of Being Kind	Year 8	To define kindness and give examples of kind acts To understand the impact an act of kindness can have To know what acts of kindness I can do formyself and those around me	Kindness, Love Languages, Thoughtfulness, Affirmation, Dopamine, Serotonin, Oxytocin	I can define kindness and can give examples of kind acts I understand the impact an act of kindness can have I know what acts of kindness I can do for myself and my friends and family	Finish off your kindness calendar Use your kindness calendar to do at least one act of kindness each day. Notice how you and others react and feel.	https://www.youtube.com/watch?v=O9UByLyOjBM	https://www.youtube.com/watch?v=nwAYpLVyeFU	
Celebrating Differences - 04 - Breaking Down Stereotypes	Year 8	To define stereotyping and prejudice To evaluate what can be done to challenge stereotypes To understand the impact both positive and negative stereotypes can have	Prejudice, Discrimination, Positive / Negative Stereotyping, Generalisations	I can explain where stereotypical views come from I don't judge people before I get to know them I understand why it's important not to stereotype	Mind map ways that you can challenge stereotypes in your own life. Write down at least three ideas and explain why you think they would be effective.	https://www.youtube.com/watch?v=3ZA9y-nlAFA	https://www.youtube.com/watch?v=5WJx2xRKucw	
Celebrating Differences - 05- Learning Disabilities	Year 8	To have a base knowledge of learning disabilities To understand how important the right language is To know basic etiquette with disabled people	Etiquette, Ableism, Disability, Non-Disabled, Empathy	I can identify myths from facts linked to learning disabilities I understand how important the right language is I understand basic etiquette with disabled people	Make a poster about disability to explain how non-disabled people can be allies. (An ally is someone who, in this case is non-disabled, but helps the cause of disabled people. Knowing how to treat them, using the correct language, helping get society to be more accessible.)	https://www.youtube.com/watch?v=tfkVA2BKlyY	https://www.youtube.com/watch?v=24KE__OCKMw	https://www.youtube.com/watch?v=aj1aluPVuz0
Celebrating Differences - 06 - Prejudice and Discrimination	Year 8	To identify different forms of prejudice and discrimination To consider how we can ensure equality for all in society To evaluate how cohesive Britain really is	Prejudice, Discrimination, Persecution, Injustice, Hate Crime, Marginalized	I know the difference between prejudice and discrimination I understand how I can help support equality for all I can identify a range of characteristics that people are sometimes prejudiced by	Find and research a community / group in your local area that you are not a part of e.g. religious group, hobbie group, fitness group, etc. Write a positive blog post about them, who they are, what they do, any achievements they have had, etc.	https://www.youtube.com/watch?v=e_qRxXLtzS0	https://www.youtube.com/watch?v=n2AOcfVMLS8	
Celebrating Differences - 07 - Challenging Islamophobia	Year 8	To define islamophobia and give examples of it in UK society To explore where islamophobia comes from To consider how the government and legislation are attempting to combat different forms of discrimination	Islamophobia, Islam, Muslim, Allah, BME (Black and Minority Ethnic)	I understand what is Islam is and can define islamophobia I understand some of the causes of islamophobia in the UK	Design an informative poster against islamophobia. Include information you have learnt today and actions that can be taken to address the issue.	https://www.youtube.com/watch?v=c5c9-1zxPeA	https://www.youtube.com/watch?v=s4gO2RQR-bM	https://www.youtube.com/watch?v=EGN0ZFKl4Z8
Staying Safe & Building Respect Unit		**Learning Outcomes**	**Key Terms**	**Assessment Objectives**	**Homework**	**Video Link 1**	**Video Link 2**	**Video Link 3**
01 What is Loneliness?	Year 8	To understand what the effects of loneliness can be To understand how we can tackle loneliness To assess whether social media helps or worsens feelings of loneliness	Loneliness, anxiety, depression, isolation, social media	To understand what the effects of loneliness can be To understand how we can tackle loneliness To assess whether social media helps or worsens feelings of loneliness	Reach out to someone you haven't spoken to in a while	https://www.youtube.com/watch?v=_Bg4v8KNWq0	https://www.youtube.com/watch?v=--asiMSSW7A	
02 Is it banter or is bullying.	Year 8	To understand the difference between banter and bullying To understand what to do if someone is being bullied To know what to do if you are being cyberbullied	Bullying, banter, isolation, cyberbullying, harassment, denigration, exclusion, impersonation, psychological	I can describe the difference between banter and bullying I can identify strategies to help someone who is being bullied I know what to do if I am being cyberbullied	Find out what your school policy is on bullying. Do you think this policy is fair, too soft or too severe?	https://www.youtube.com/watch?v=tJsGGsPNakw	https://www.youtube.com/watch?v=Hr2Dk0QQ3Sw	https://www.youtube.com/watch?v=0vWCg2ElEYY
03 Peer Pressure and How this impacts Risk taking behaviours.	Year 8	To be able to identify peer pressure and risk taking behaviours To explain how peer pressure might lead to risk-taking behaviour (especially in adolescence) To evaluate the best ways to resist peer pressure	Peer pressure, influence, explicit, implicit, risk-taking, frontal lobe, social support	I can identify peer pressure and risk taking behaviours I can explain how peer pressure might lead to risk taking behaviour I can evaluate the best ways to resist peer pressure	Give advice to a younger friend or family member about resisting peer pressure.	https://www.youtube.com/watch?v=o8BkzvP19v4	https://www.youtube.com/watch?v=1-U6QTRTZSc	
04 Personal Safety Around Water	Year 8	To understand the risks associated with water To understand how to stay safe around water To learn what to do in an emergency increase chances of survival	Water safety code, The Royal National Lifeboat Institution, lifeboat, float	To understand the risks associated with water To understand how to stay safe around water To learn what to do in an emergency increase chances of survival	Pass on the advice you have learned today to a younger friend or relative – it could save their life one day!	https://www.youtube.com/watch?v=kKCRs71XtGo	https://www.youtube.com/watch?v=8_WWoZ9L5lw	https://rnli.org/video-player/12E696DB-FC9F-449C-9134E89129D126C1
05 Personal Safety in Unfamiliar settings	Year 8	To identify personal safety risks in unfamiliar settings To explain how to mitigate identified risks To assess personal boundaries and how to maintain them with unfamiliar people	Safety, risks, mitigate, personal boundaries, personal space, emergency contacts	I can identify personal safety risks in unfamiliar settings To explain how to mitigate identified risks in unfamiliar settings I know my personal boundaries and how to maintain them with new people	Memorize the contact details of your emergency contacts, such as the phone number of your primary carer.	https://www.youtube.com/watch?v=zDUg7zHYXxE		
06 Respect: Why women deserve it	Year 8	To understand what is meant by respect To assess the impacts of conscious or unconscious misogyny To understand how we can show women and girls respect	respect, misogyny, misogynist, equality, pay gap, bystander	I know what is meant by respect I can assess the impacts of conscious or unconscious misogyny I can explain how to can show women and girls respect	Be an ally! The next time you see a woman or girl shown disrespect, consider how you could best respond.	https://www.youtube.com/watch?v=9yMFw_vWboE	https://www.youtube.com/watch?v=UHxAxRYIlfE	
07 Why Sexist Jokes are wrong	Year 8	To recognise the difference between light-hearted humour and harmful jokes To understand how discriminatory jokes can be damaging for individuals, groups and society To practise challenging humour in a respectful way	Humour, protected characteristics, ally, bystander, discrimination, stereotype, perpetuate	I can recognise the difference between light-hearted humour and harmful jokes I can explain how discriminatory jokes can be damaging for individuals, groups and society I know at least 2 ways to challenge harmful humour in a respectful way	The next time you hear a harmful joke, try challenging it if safe to do so using one of the techniques you have learned about today!	https://www.youtube.com/watch?v=Bg1aTLsS69Y		

Digital Worlds & Emerging Dangers Unit		Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
01 What are Deepfakes?	Year 8	To understand what is meant by a deepfake To understand the impact of deepfakes on people and society To understand the pros and cons of deepfake technology	AI , deepfake, democracy, catfishing, prosecution, explicit	To understand what is meant by a deepfake To understand the impact of deepfakes on people and society To understand the pros and cons of deepfake technology	What 3 pieces of advice would you give to a friend who was considering making a deepfake?	https://www.youtube.com/watch?si=azsATY9PnerDLZfy&v=B4jNttRvbpU&feature=youtu.be	https://www.bbc.co.uk/newsround/69009887#:~:text=Using%20artificial%20intelligence%2C%20deepfakes%20can,a%20picture%20of%20their%20face.	https://www.youtube.com/watch?v=tw2euJzOk60
02 Deep fakes Bullying & Digital Media literacy	Year 8	To understand what is meant by a deepfake and why someone might create this To be able to describe emotional, social and physical impacts on victims of deepfakes To be able to explain what you can do (and shouldn't do) to help a victim of deepfakes	Deepfake, AI (artificial intelligence), victim impact, digital literacy, abuse	I can describe what is meant by a deepfake and reasons why someone might create these I can explain at least 3 emotional, social and physical impacts of deepfake bullying on victims I can give DOs and DON'Ts of how to support someone who is a victim of deepfakes	Research task: Find out in what ways deepfake technology has improved over the last 5 years. How has the law tried to keep up with this in the UK, and what more could be done to support victims?	https://youtu.be/B4jNttRvbpU?si=azsATY9PnerDLZfy		
03 What is AI Generated Sexual imagery and the dangers / rise of it?	Year 8	To understand what is meant by AI generated sexual imagery To be able to explain the impact of AI generated sexual imagery on victims To evaluate the ethical arguments around the creation of AI generated sexual imagery	Artificial intelligence, pornography, consent, prosecution, sentence, Ministry of Justice	I can describe what is meant by AI generated sexual imagery I can explain the impacts of AI generated sexual imagery on victims I can evaluate the ethical arguments around the creation of AI generated sexual imagery	Do some research into the effects of AI deepfakes on politics.	https://www.youtube.com/watch?v=fbynxJcSZD4	https://www.youtube.com/watch?v=hHHCrf2-x6w	https://www.youtube.com/watch?v=Q-S-amtvcd8
04 AI & Chat Bots - Dangers Scams and falling In Love	Year 8	To be able to describe different AI-powered dangers and scams To explain different ways to protect yourself from AI dangers and scams I can assess the usefulness vs harms of AI chatbots	Artificial intelligence, scam, Replika, chatbot, suicide, love bombing	I can describe at least 2 types of AI-powered scams I can explain how to protect myself against different types of AI-powered scams I can assess the usefulness vs harms of AI chatbots	The next time you are contacted by someone you think could be a scammer, speak to a trusted adult before engaging in the conversation any further.	https://www.youtube.com/watch?v=K7Gm40-Cv48	https://www.youtube.com/watch?v=DTq0MaOwTjE	
05 Algorithms and how they push content on to all of us across SM platforms and the internet. (copy	Year 8	To describe what is meant by a social media algorithm To explain why social media uses algorithms to push content To assess the harms and usefulness of social media algorithms	Algorithm, content, misinformation, extremism, radicalisation, echo chamber	I can describe what is meant by a social media algorithm I can explain why social media uses algorithms to push content I can assess the harms and usefulness of social media algorithms	Before next lesson, make a note of any misinformation or rumours you have seen circulate online. Why do you think the algorithm targeted your account to see this content in each case?	https://www.youtube.com/watch?v=jnjfiG2s7R0		
06 AI - How is it changing the way we think and interact	Year 8	To be able to describe different ways AI can be used To understand the negative impact AI has had on the perception of women To assess the impacts of AI on the way we think and interact	Artificial intelligence, chatbots, misogyny, gender bias, deepfakes	I can describe at least 5 different ways AI can be used I can explain how AI's gender bias can negatively impact women I can assess the advantages and disadvantages of AI	How has AI also had a negative impact on men? Do some research and write down at least 3 bullet pointed ideas to show your teacher next lesson	https://www.youtube.com/watch?v=PIViAgvnZ8A		
07 Illegal online behaviours including drug and knife supply	Year 8	To understand what online behaviours are illegal To understand the harm / risks of these behaviours To understand the legal consequences of these behaviours	legal, illegal, anonymous, dark web, hacking, pornography, fraud	I can identify what online behaviours are illegal I can explain the harm / risks of these behaviours To can evaluate the legal consequences of these behaviours	Open the social media platforms you frequently use. Identify where you can go to 'report' any suspicious or illegal online behaviour on each platform.	https://www.youtube.com/watch?v=OlWY5nKGll4	https://www.youtube.com/watch?v=nNUEvFiZvV8	
Identity, Relationships & Sex Education Unit		**Learning Outcomes**	**Key Terms**	**Assessment Objectives**	**Homework**	**Video Link 1**	**Video Link 2**	**Video Link 3**
Identity, Relationships & Sex Education - 01 - Relationships and Sex Education	Year 8	To understand the core aims of RSE in secondary schools To understand how physical touch may be different in a sexual relationship to any other relationship To explore what rights in relationships look like	Consent, Respect, Conflict Resolution, Inclusivity, Puberty	I know what good relationships and sex education is I am able understand possible relationship issues and give advice to others I can identify a range of rights that should be respected in a relationship	Create a word cloud with all the words you can think of that relate to a good relationship. Then explain in a paragraph the reasons you have for some of the words you though of.			
Identity, Relationships & Sex Education - 02 - Being Yourself & Self-Love	Year 8	To know what self-love really is To be able to explain why self-love is so important, and good for us To see how society has evolved to minimise self-love	Self-Love, Self-Acceptance, Inner Voice, Self-Discovery, Emotional Resilience	I know what self-love looks like I can explain why self-love is so important, and good for us I understand how society has evolved to minimise self-love	Design a social media post for Instagram that promotes people practicing self love. Think about what image, caption and hashtags you would use.	https://www.youtube.com/watch?v=BWP3NSDpF6U		
Identity, Relationships & Sex Education - 03 - Healthy Respectful Relationships	Year 8	Compare and contrast the characteristics of healthy and unhealthy relationships To know what respect in a healthy relationship looks like To explain various aspects of a healthy relationship and understand how they are connected	Consent, Support, Honesty, Relationships, Love, Sex, Communication	I can identify what a healthy relationship looks and feels like I am able to identify characteristics of an unhealthy relationship I can evaluate how healthy the relationships that I have with others are	Interview someone you know who is in a healthy relationship, find out what makes their relationship healthy and the steps each of them take to maintain their relationship.	https://www.youtube.com/watch?v=DPbBQpTBoQ		
Identity, Relationships & Sex Education - 04 - What is Love	Year 8	To define the term love and understand that it comes in many forms To identify how you might like give and receive love yourself To understand different types of love and love languages	Affection, Tenderness, Passion, Unconditional, Altruistic, Appreciation, Compassion	I can explain what love is I can explain the characteristics of a positive romantic relationship I understand the different types of love and different ways love can shown	Analyse a love song, poem, or movie scene of your choice and explain why you believe it is an accurate representation of love.	https://www.youtube.com/watch?v=HEXWRTEbj1I	https://www.youtube.com/watch?v=NAAuUFcMbj4	https://www.youtube.com/watch?v=DcA3QhL5SAc
Identity, Relationships & Sex Education - 05 - Dealing with Conflict	Year 8	To know the different areas of life where conflict may occur To understand the cause of conflict and learn a range of conflict resolution methods To acknowledge that feelings may vary between people in the same situation	Conflict Resolution, Argument, Assertive, Divorce, Cool Off Period, Win-win, Humility	I know a range of conflict management strategies I understand the different causes of conflict I would be confident in diffusing future conflicts I may have in my relationships	Reflect on a conflict you have had in the past, write a letter in hindsight to your past-self giving advice on how to deal with the conflict in the best way possible that would suits everyone involved.	https://www.youtube.com/watch?v=EABFilCZJy8	https://www.youtube.com/watch?v=hLQl3WQQoQ0	
Identity, Relationships & Sex Education - 06 - Periods and Menstrual Cycle	Year 8	To understand the menstrual cycle and its role in human reproduction To understand how and why feminine protection is so absorbent and effective To evaluate the role of hormones in the regulation of the body's functions	Oestrogen, Luteal, Cervix, Uterus, Follicular, Ovulation, Menstruation, Tampon, TSS	I understand the menstrual cycle and its role in human reproduction I am aware of a range of feminine hygiene products and their different advantages I can explain common menstrual issue for women and how it may affect them	Write a reflection (around 150 words) on what you have learned about periods and the menstrual cycle, including any questions or curiosities that you still have on this topic.	https://www.youtube.com/watch?v=W0VJOx0yFic		
Identity, Relationships & Sex Education - 07 - Introduction to Contraception	Year 8	To describe the concept of abstinence To understand the main other ways of reducing the risk of pregnancy To be able to identify a wide range of contraceptive methods	Contraception, Abstinence, Barrier, Suppress, Coil, IUS, IUD, Vasectomy, Condom, Femidom	I understand what contraception is and the importance of using it I can explain the three contraceptive methods for reducing the chance of pregnancy I know a range of contraceptives that are available and understand how they work	Create a poster or leaflet on contraception. Your poster/leaflet should include: Definition and importance of contraception Different types of contraceptives available	https://www.youtube.com/watch?v=Zx8zbTMTncs		
Identity, Relationships & Sex Education - 08 - Sexual Orientation	Year 8	To understand the many different key terms and concepts that are used To explore and challenge LGBTQ+ prejudices and stereotypes To understand the damaging impact homophobic language has on people	Asexual, Pansexual, Bisexual, Queer, Heterosexual, Homosexual, Demisexual, Homophobic	I understand and can describe the range of sexual orientations that exist I know the difference between sex, sexuality and gender I understand what homophobic language is, why it is harmful and, what I can do to help stop it	Write a short paragraph about what you can do to be an ally to LGBTQ+ individuals in your school and community and another identifying at least two ways that schools can support and create a safe space for students who identify as LGBTQ+.	https://www.youtube.com/watch?v=wtUYs2FnrgA	https://www.youtube.com/watch?v=Sj9qxxc4ufA&t	https://www.youtube.com/watch?v=ItJxqvaIFxM&t

Dangerous Society Online & Offline Unit		Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
Dangerous Society Online & Offline - 01 - County Lines - What is it	Year 8	I understand what the term 'county lines' means I can explain how county lines gangs recruit and exploit young people I understand the importance of getting immediate help for myself or a friend if I suspect a problem	County Lines, Trap House, Modern Slavery, Elders, Soldiers, Teenies, Drug Mule, Exploitation	I know what county lines is and some of the terminology used I understand where I can go for help if I feel threated by county lines gangs I understand how county line gangs operate and the dangers of getting involved	Write a short story or poem that highlights the dangers and consequences of being involved in County Lines gangs. Your story or poem should also include a message about the importance of seeking help and avoiding involvement in criminal activity.	https://www.youtube.com/watch?v=sqM6ju2Xi-0	https://www.youtube.com/watch?v=UF6cVDqKFIq	https://www.youtube.com/watch?v=WHy__hL8CP0
Dangerous Society Online & Offline - 02 - County Lines - Who is at Risk	Year 8	To understand who county lines gangs target and why To identify the signs that someone is being exploited To understand how county lines gangs use psychological, financial and physical methods to make people feel trapped	Physical, Psychological, Financial, Trap House, Criminal Responsibility	I can explain how gangs make people feel trapped I could recognise if a friend is involved with county lines I understand the groups of people county line gangs target and why	Create a poster that raises awareness of the dangers of County Lines gangs and how to spot the signs of exploitation. Your poster should include: Information on how to spot the signs of exploitation, such as changes in behaviour or possession of unexplained cash or new possessions Contact details for relevant support services or helplines	https://www.youtube.com/watch?v=3ILaguFXHr4		
Dangerous Society Online & Offline - 03 - Substance Misuse	Year 8	To define the term substance misuse and understand the way drugs effect users To explore why people misuse substances To evaluate what support networks are available to help support those in need	Substance Abuse, Dependence, Intoxication, Withdrawal, Impairment, Anxiety, Psychosis	I can define substance misuse and substance dependency I know how drugs impact the body I can identify a range of factors that may lead to someone abusing drugs	Visit www.talktofrank.com and click on their Drugs A-Z. Pick a drug from the list and create an infographic using the information you find.	https://www.youtube.com/watch?v=wQI_4kcE5nw	https://www.youtube.com/watch?v=WuIqd0SdMno	
Dangerous Society Online & Offline - 04 - Cyberbullying	Year 8	Describe the meaning of bullying and cyberbullying and the impact they can have on an individual Explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour To know how to manage oneself appropriately online	Cyberbullying, Trolling, Abuse, Blocking, Anonymous, Harassment, Digital Footprints	I can define trolling, cyberbullying and harassment I understand how online behaviour can impact my mental health and wellbeing I know how to prevent and respond to cyberbullies	Produce one poster that clearly communicates two different messages about cyberbullying through words and illustration. Message 1 – needs to show what cyber bullying does to the victim Message 2 – needs to show what the victim can do about it.	https://www.youtube.com/watch?v=0Xo8N9qUIk	https://www.youtube.com/watch?v=87dKuJeNmQ	https://www.youtube.com/watch?v=URvC6T_xhE0
Dangerous Society Online & Offline - 05 - Online Grooming	Year 8	To understand how to stay safe online from grooming To explain how to spot a fake profile and catfishers To know where to seek specialist support and advice to help anyone who is at risk	Grooming, Catfishing, Persona, Fake Profiles, Coercion, Gas-Lighting, Banter	I can spot a fake profile online I understand what online grooming and catfishing are and how they are used to abuse trust I know where to report online issues and to seek further advice and support	Write a safety announcement similar to what you might hear over a speaker system warning others about the dangers of online grooming and fake profiles. You should include signs to look out for and where to get help.	https://www.youtube.com/watch?v=2XC5iS94klA	https://www.youtube.com/watch?v=v1QwOJN4Ff0	https://www.youtube.com/watch?v=GOsgQbmvuUQ
Dangerous Society Online & Offline - 06 - Alcohol Safety	Year 8	To explain how alcohol is measured and what the limits are for adults To explore the consequences of alcohol consumption To evaluate when introducing alcohol to a situation can lead to very dangerous consequences	Units, Spirits, Alcoholic, Impaired Judgment, Addiction, Liver Damage	I understand how alcohol strength is measured I can recognise binge drinking when I see it I understand the consequences of consuming alcohol	Write a short story of someone going for a night out with friends to a night club or pub. Your story must include how much they drink through the night and what effect it has on their night out. You must use the risk calculator to keep track of the units they consume through the story.	https://www.youtube.com/watch?v=QCiS97wgF-U		
Dangerous Society Online & Offline - 07 - Child Exploitation & Online Protection	Year 8	exploitation and be able to give examples To explore a variety of risks and dangers related to being online To evaluate how to reduce the risks associated with being online	Child Sexual Exploitation, Coerce, Manipulate, Blackmail, Predators, Safeguarding	I understand what child sexual exploitation is I can explain a range of ways to reduce the risks associated with being online I can offer good advice to a friend having trouble online	Design a screen saver to warn people about staying safe online, You could include; The risks faced by young people online How to reduce these risks Where to seek support and help 'Top Tips' for staying safe	https://www.youtube.com/watch?v=dRZxFekdKeY	https://www.youtube.com/watch?v=sdzbP5P3dj4	https://www.youtube.com/watch?v=UupWCf5NW3Y
Physical Health & Mental Wellbeing Unit		**Learning Outcomes**	**Key Terms**	**Assessment Objectives**	**Homework**	**Video Link 1**	**Video Link 2**	**Video Link 3**
Physical Health & Mental Wellbeing - 01 - Health and Wellbeing	Year 8	To understand what positive wellbeing might look like in someone's life To recognise a range of healthy and unhealthy habits we might have To know a range of methods to improve my own and others health & wellbeing	Holistic, Resilience, Heart Health, Longevity, Detoxification, Immunity	I understand why good health and positive wellbeing are important I can identify healthy and unhealthy habits people have I know a range of suggestions to improve my own wellbeing	Write down your own five top tips for positive health and wellbeing then draw a matching image next to each	https://www.youtube.com/watch?v=mwL1cohnHNE		
Physical Health & Mental Wellbeing - 02 - What is Mental Health?	Year 8	To define the term mental health To explore why we might say we are okay when we are not To know a variety of mental illnesses and symptoms and know some strategies to maintain positive mental wellbeing	PTSD, Anxiety, Depression, Physical, Mental, Wellbeing, Stress, Mental Illness, Schizophrenia	I can explain what mental health is I can identify a range of symptoms of poor mental health I know how to look after my own mental health and wellbeing	Create a poster highlighting the importance of seeking support and speaking to others when you feel you are struggling with any thoughts or feelings.	https://www.youtube.com/watch?v=QGJuMBdaqIw		
Physical Health & Mental Wellbeing - 03 - Positive Body Image	Year 8	To understand what body image is and who can be affected To explore what influences body image for boys and girls To know various ways someone can improve their own or a friends self-esteem	Body Image, Confidence, Validation, Perfectionism, Perceived Imperfections, Plastic Surgery	I can define the term 'body image' I understand the pressures social media and society place on body image I know ways to raise my own and others self-esteem	Draw a picture of yourself and annotate it with at least 6 things that you like / love about yourself.	https://www.youtube.com/watch?v=v7zUHOEYIN8&list=RDCMUCXQZTtGqsy6QHH2fq-OJ_eA	https://www.youtube.com/watch?v=IHX7zQrBEG8&list=PLsFrzinS5k6vErFnsutA2CLrXQCY17vZs&index=11	https://www.youtube.com/watch?v=rESK2QBL4DQ
Physical Health & Mental Wellbeing - 04 - Child Abuse	Year 8	To understand the different forms of child abuse To explore various warning signs that someone might need help To know who to talk to and where to access support and help for any form of abuse	Neglect, Safeguarding, Exploitation, Abandonment, Maltreatment, The Children Act 1989	I know the different types of child abuse that exist I can identify various warning signs that someone might need help I know where to access support and help regarding abuse	Make a plan for someone suffering child abuse. Write down steps could take to get help and ensure their own safety. Include various options for who they could contact and explain how each person/group can help.	https://www.youtube.com/watch?v=pLaHfZqSOYY		
Physical Health & Mental Wellbeing - 05 - Types of Bullying	Year 8	To define bullying and cyberbullying and explain the impact they can have To explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour To know where to seek support and advice on bullying and cyberbullying	Banter, Teasing, Bullying, Cyberbullying, Assertive Responsibility, Empathetic	I can describe the impact bullying and banter has on people I can define and explain different types of bullying I can evaluate the way I treat other people	Design an anti-bullying placard try to include a memorable phrase of saying about why bullying is wrong.	https://www.youtube.com/watch?v=5Wc5LUret_4	https://www.youtube.com/watch?v=nKKDsIuMaKU&list=RDCMUCXQZTtGqsy6QHH2fq-OJ_eA&index=28	
Physical Health & Mental Wellbeing - 06 - Healthy Eating and Cholesterol	Year 8	To identify the components of a healthy diet To understand the difference between good cholesterol and bad cholesterol To understand how to replace unhealthy snacks and foods with healthier alternatives	Cholesterol, Minerals, Vitamins, Dietary Fiber, Proteins, Monounsaturated Fats, Polyunsaturated Fats	I know what a balanced diet consists of I can explain the difference between good and bad cholesterol I know ways to replace unhealthy snacks with healthy alternatives	Keep a food diary for the next 3 days write down everything you eat, include all meals and snacks. Then review it and see where you think you can improve your current diet and choices.	https://www.youtube.com/watch?v=X_R8WC1IHrs		
Physical Health & Mental Wellbeing - 07 - Stress Management	Year 8	To gain an understanding into what causes stress To know some stratagies on how to deal with stress To understand the long term impact of stress on the body and mind	Physiological, Psychological, Stress, Anxious, Mindfulness, Relaxation	I can identify where stress comes from I know a range of ideas I could do to try and relieve stress I can explain the symptoms and long term impact of stress on the body and mind	Download and use one of the mindfulness apps this week ven if you aren't feeling stressed give it a try and make notes on how you feel before and after using the app.	https://www.youtube.com/watch?v=dbic3JCX1jo	https://www.youtube.com/watch?v=p64iDJaBB0c	

Year 9

Equality & Diversity Unit	YEAR GROUP	Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
Equality and Diversity Explored - 01 - Equality Act 2010	Year 9	To know what equality means and why it is important. To be able to explain some challenges the Equality Act has faced To understand the Equality Act 2010 and how it can be applied in different cases	Equality, Inequality, Harassment, Victimisation, Direct/Indirect Discrimination	I can describe in detail the Equality Act 2010 I can evaluate the successes and challenges of the Act I can evaluate if behaviour and conducts falls under the Equality Act 2010	Think about one / more protected characteristics that you have. Everyone has at least one. What rights do you have as a result of the 2010 Equality Act? Can you think of any times you have been discriminated against? Can you think of any times the act has protected you?	https://www.youtube.com/watch?v=I4MWVEAww2g		
Equality and Diversity Explored - 02 - LGBTQ+ What is it	Year 9	To define the acronym LGBTQ+ To explore a variety of LGBT+ Role Models in British society To understand the many different key terms and concepts that are used within this topic	Sexuality, Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Questioning, Asexual, Pansexual, Representation	I understand the meaning of LGBTQ+ I can explain the importance of celebrating LGBTQ+ History Month and Pride Month I can name a variety of LGBTQ+ role models and understand why they are important	Research and write a short news article about either the LGBTQ+ Pride Month or History Month celebrations this year. What was the focus of this year's celebrations? What events took place and where? How many people attended? In your opinion was the event a success?			
Equality and Diversity Explored - 03 - LGBTQ+ Rights Across the World	Year 9	To identify some areas of the world where homosexuality is still illegal To evaluate the varying views and laws on homosexuality across the world To understand the responsibility of the international community to help combat homophobia	Decriminalisation, Homosexuality, Sexual Orientation, Homophobia	I can name some areas of the world where homosexuality is still illegal I understand a variety of laws relating to homosexuality I can assess the responsibility of Britain to help fight homophobia around the world	Create a leaflet giving advice to a young gay couple planning a round the world trip. You could include: 1 page about where homosexuality is legal 1 page on where homosexuality is illegal/punishable by death	https://www.youtube.com/watch?v=4sOZBfwmGOw	https://www.youtube.com/watch?v=EOxRwl8tFFI	https://www.youtube.com/watch?v=_EY-F7T7_yY
Equality and Diversity Explored - 04 - Gender Equality	Year 9	To understand what gender equality means To be able to evaluate gender equality in the workplace, families and in politics To evaluate how as a society, we can challenge gender stereotypes	Gender Equality, Sexual Stereotyping, Gender Prejudice, Gender Discrimination, Glass Ceiling, Non-Binary	I can explain what gender equality is I can identify common forms of gender inequality I understand how we can challenge gender inequality as a society	Research a female figure who has been described as "smashing the glass ceiling". Write a short biography and include: Personal details like their name and what country they live in Why they are considered as having smashed the glass ceiling? How they did it. What you have learned from their story that can be applied to smashing your own glass ceiling?	https://www.youtube.com/watch?v=ZhcBdCt-yXQ	https://www.youtube.com/watch?v=3DbxSGu-SDg	
Equality and Diversity Explored - 05 - Ableism and Disability Discrimination	Year 9	To understand what ableism is and why it's a problem To identify language and behaviour that is ableist To know how to be anti-ableist and to be an ally for disabled people	Ableism, Disability Metaphors , Ally, Micro-aggressions, Equal Opportunities	I can explain what ableism is and why it is problem I can identify language and actions that are ableist I am able to challenge ableist perceptions and be an ally	Think about the times you may have unintentionally used ableist language. Check your language and correct yourself. Notice when others use ableist language- try to challenge it. OR design a poster to educate people about ableism	https://www.youtube.com/watch?v=OSpaHUDkHoE	https://www.youtube.com/watch?v=o04DeYJ8KQc	https://www.youtube.com/watch?v=RAMblz3Y2JA&list=PL-wgVjjWM93IZbcY3SFHBBSGBK5pDXXbT&index=6
Equality and Diversity Explored - 06 - Removing the Barriers Equality for all	Year 9	To understand what is meant by 'barriers to employment' To consider how these barriers impact people living with a disability To think about how we can move towards equality	Barriers, Inclusion, Adjustments, Recruitment Two Ticks Scheme	I know what barriers to employment are I can consider how this effects others, especially those with a disability I understand why we are striving for equality	For your homework, we'd like you to final three elements: 4. Mobile phone ad campaign 5. Mind map of campaign strategies 6. List of all the influential people you could contact to support your campaign	https://www.youtube.com/watch?v=E_NkQdrpFNU	https://www.youtube.com/watch?v=maw6hmlNh44	
Equality and Diversity Explored - 07 - Racism & Discrimination in Society	Year 9	To define the word 'colonisation' and understand what the British Empire was To be able to explain the link between statues and racism To form an opinion on what the future of statues in Britain could be	Colonisation, Settlement, Indigenous, British Empire, Exploitation	I understand a brief history of colonisation and the British Empire I can explain the link between statues and racism I have an well-reasoned opinion on what the future of statues in Britain could be	Using the internet, research a statue local to you which interests you. Read about the figure, their past and why they have had a statue erected. Write a short text which outlines: The figure and their history Their positive contributions Whether you think their statue should remain or not and why	https://www.bbc.co.uk/bitesize/topics/z7kvf82/articles/zpjv3j6#:~:text=Britain%20was%20heavily%20involved%20with,peoples%20of%20the%20United%20States.	https://www.youtube.com/watch?v=BrMkCchRx9o	https://www.youtube.com/watch?v=m8ujsAYlwZA
Combatting Extremism & Terrorism Unit		**Learning Outcomes**	**Key Terms**	**Assessment Objectives**	**Homework**	**Video Link 1**	**Video Link 2**	**Video Link 3**
Combatting Extremism & Terrorism - 01 - Conspiracy Theories and Extremist Narratives	Year 9	To understand what a conspiracy theory is To explore why conspiracy theories and extremist narratives are interlinked To evaluate why conspiracy theories can be damaging to society	Conspiracy Theories, Extremism, Extremist Narratives, Evidence, Scrutiny	I know what a conspiracy theory is I understand what an extremist narrative is I understand why conspiracy theories are damaging to society	Create a mind-map about the signs that something may be fake news			
Combatting Extremism & Terrorism - 02 - Forms of Extremism	Year 9	To define the terms extremism, terrorism and radicalisation To understand the different types of extremism To understand how extremist views can lead to acts of terrorism	Extremism, Terrorism, Counter Narrative, Radicalisation, Extreme Far Right, National Front	I can define extremism and terrorism I understand the different types of extremism that exist I understand the difference between extremism and terrorism	Write an newspaper article explaining the dangers of extremism for young people and include information on signs to look out for when speaking with friends online and offline.			
Combatting Extremism & Terrorism - 03 - What is Terrorism	Year 9	To understand the iceberg analogy of terrorism To explore why people may choose to commit an act of terrorism To evaluate the current terror threat to the UK and explore recent acts of terrorism	Recruitment, Radicalisation, Sourcing, Terrorism Act 2000, ISIS, ISIL, MI5	I understand what terrorism is and can give examples I can evaluate how terrorism makes me feel I know who to contact if I suspect someone is planning an act of terrorism	Research a UK based terrorist attack. What happened? Did anyone get hurt or killed? Could anything have been done to prevent it?	https://www.youtube.com/watch?v=9qyD7vjVfLI	https://www.youtube.com/watch?v=an9gFFWS5xY	https://www.youtube.com/watch?v=N8DPPQUem9A
Combatting Extremism & Terrorism - 04 - War and Conflict	Year 9	To understand why there is a war in Ukraine To explore the response of international organisations to supporting Ukraine To evaluate what impact economic sanctions will have against Russia	NATO, EU, Soviet Union, Conflict, Vladimir Putin, Vladimir Zelenskiy, Sanctions, No Fly Zone	I can define what being British means to me I understand a wide range of issues that impact young people in society I can explain why promoting British values helps to reduce extremism in the UK	Imagine you are a foreign correspondent news reporter. Write a short creative piece of 150-200 words describing what is happening to Ukraine, how you feel about it and what help you believe the country needs. Use online research and news articles to support your writing	https://www.youtube.com/watch?v=MVu8QbxafJE		
Combatting Extremism & Terrorism - 05 - The Radicalisation Process	Year 9	know what radicalisation is and why it is harmful I can described how the radicalisation process works I understand what the signs of radicalisation look like and can help prevent myself and others from it	Propaganda, Fanatical, Radicalisation, Ideologies, Pre-radical, Indoctrination, Cultural Diversity	I can define radicalisation I understand the methods used by extremist groups to radicalise others I understand how to think critically in order to keep myself and others safe	Write a blog post explaining how young people can protect themselves from online radicalisation.	https://www.youtube.com/watch?v=ks5LwJSm2qk	https://www.youtube.com/watch?v=33OeeNlVHq4	https://www.youtube.com/watch?v=g2QS5S-FcrA
Combatting Extremism & Terrorism - 06 - How Does Counter Terrorism Work	Year 9	I understand how counter terrorism works in the UK and the prevent duty I understand how to respond in a terrorist situation I can evaluate the best way to fight extremism and the ideologies spread by extremist groups	Prevent, Pursue, Pygmalion Effect , Counter Terrorism, Intervention	I know what counter terrorism is I know how to respond in a terrorist situation I can describe the Pygmalion effect	Create a graphic showing one way that you can help fight extremism and terrorism			
Combatting Extremism & Terrorism - 07 - Antisemitism	Year 9	To define the terms Zionism and antisemitism To explore why Jews have been persecuted in Europe over hundreds of years To understand what is happening today in the UK	Zionism, Antizionist, Antisemitic, Pogrom, Persecution, Shomrim	I can define Zionism and antisemitism I understand why antisemitism has been in the news recently I can describe what a cohesive community looks like	Create a poster celebrating jews and jewish culture	https://www.youtube.com/watch?v=YxmUiqvnn2Q		

Sex, the Law & Consent Unit		Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
Sex, the Law & Consent - 01 - Sexual Consent and the Law	Year 9	To know the legal definition of consent and the law surrounding it To understand the purpose and the importance of consent To understand the consequences of sexual activity with no consent	Sexual Consent, Sexual Assault, Sexual Abuse, Rape, Age of Consent, Unlawful	I can explain what consent is and the need for consent I know the law in relation to consent, sexual assault and rape I can describe the consequences of sexual activity without consent	Create a poster or other visual representation that highlights the importance of sexual consent	https://www.youtube.com/watch?v=n0G7YQfrNig&t	https://www.youtube.com/watch?v=-JwIKjRaUaw	https://www.youtube.com/watch?v=STyNOVjqxcM&t=1s
Sex, the Law & Consent - 02 - FGM and the Law	Year 9	To revise the different parts of the female reproductive organs To understand what FGM is and its impact To know that FGM is illegal and where you can go for help and support	Uterus, Vulva, Genitals, Mutilation, Infertility, Tahor, Sunna, Violation	I can identify and label all the external parts of the female sexual anatomy I understand the law regarding FGM in the UK I know the dangers associated with FGM and know where to seek help and support	Create a social media campaign using the information you have learned to create a call to action for people to speak out against FGM. What hashtags could you use? What campaign slogan could you use? What celebrities could you get to endorse your call to action?	https://www.youtube.com/watch?v=W2IStB6Z3Vw	https://youtu.be/qPG1sK48Wcl?t=68	
Sex, the Law & Consent - 03 - Relationships and Partners	Year 9	To understand the meaning of a healthy relationship between a couple and the expectations that form a positive relationship To understand the non-physical characteristics someone might look for in a future partner To look at relationships and understand the factors necessary to develop a healthy relationship	Relationships, Affection, Bonding, Attraction, Independence, Expectations	I understand the main features that help to build a healthy relationship I know a range of non physical characteristics to look for in a partner I am able to evaluate if a relationship is positive and healthy or not	Write 2 or 3 sentences in the form of a newspaper job advert on what you would be looking for in a relationship. E.G. Now Hiring. New boyfriend required for long term position. Candidates must be able to make me laugh, have good people skills and be over 6ft tall. Minimum 20 hours per week inc weekends.	https://www.youtube.com/watch?v=aoYEQqG4-JY	https://www.youtube.com/watch?v=IwZfFG-3Y4o	
Sex, the Law & Consent - 04 - Domestic Abuse and Domestic Violence	Year 9	To describe what an unhealthy relationship looks like To understand the different types of abuse that exist To identify how and where to get help with abusive relationships	Domestic Abuse, Domestic Violence, Controlling, Negativism, Scapegoating, Dishonesty	I can describe what domestic abuse and domestic violence are I understand a range of things that can lead to abuse in a relationship I understand the barriers and coping strategies for leaving an abusive relationship	Make a safety plan for someone suffering domestic abuse. Create a detailed plan for leaving an abusive situation safely. Write down steps you can take to ensure safety, such as identifying safe places to go, packing a bag with essential items, and arranging transportation, your plan can be presented however you wish.	https://www.youtube.com/watch?v=aoYEQqG4-JY	https://www.youtube.com/watch?v=r_lWQJPLc8-8	https://www.youtube.com/watch?v=wf-rOrOXoRI
Sex, the Law & Consent - 05 - Why have Sex	Year 9	To know the various things to consider when thinking about making a relationship sexual To understand the positive and negative reasons to have sex To explore the benefits and consequences of making a relationship sexual	Love, Sex, Virginity, Consensual, Pleasure, Relief, Pregnancy, Contraception	I know a range of things to consider before engaging in sexual relations I can explain positive and negative reasons to have sex I understand the benefits and consequences of making a relationship sexual	Create a leaflet outlining what you would like teens to know about sex. (Values, Qualities & Knowledge)	https://www.youtube.com/watch?v=wES2-LDGW4w	https://www.youtube.com/watch?v=elQB5kmF8H8	
Sex, the Law & Consent - 06 - Delaying Sexual Activity	Year 9	To understand the benefits of delaying sexual activity To know how to be assertive and deal with undue pressure To know why consent and respect for each other should be the priority in any relationship	Consent, Sexual Activity, Intimacy, Celibacy, Abstaining, Pressure, Influence	I understand the benefits of delaying sexual activity I understand the importance of being assertive with others I will stick up for myself in any future relationships	Write a short play / conversation between two people where one person is being pressured to do something they don't want to and must be assertive.	https://www.youtube.com/watch?v=Y23dAvFFHro		
Sex, the Law & Consent - 07 - Sexual Harassment and Stalking	Year 9	To define the terms stalking and harassment To explore the differences between flirting and sexual harassment To understand the laws surrounding Stalking and Harassment (PHA 1997, EA 2010 & PFA 2012)	Stalking, Harassment, Flirting, Criminal, Protection from Harassment Act 1997	I can define stalking and sexual harassment I know how the law responds to stalking and harassment I know the differences between flirting and sexual harassment	Create a flow chart of the steps to take when someone is being stalked or experiencing sexual harassment. Make sure to include multiple things they can do in case the previous suggestion doesn't work.	https://www.youtube.com/watch?v=dNJn7Ow2nWA	https://www.youtube.com/watch?v=qcmb2q8yNeY	
Contraception & STIs Unit		**Learning Outcomes**	**Key Terms**	**Assessment Objectives**	**Homework**	**Video Link 1**	**Video Link 2**	**Video Link 3**
Contraception & STIs - 01 - What are STIs	Year 9	To be able to name at least five common STIs and explain how they are transmitted To understand the different groups that STIs are catagorized by To identify the facts, dangers and symptoms of some common STIs	STI, STD, Bacterial, Viral, Parasitic, Gonorrhoea, Chlamydia, Syphilis, HIV, HPV	I can name at least 5 sexually transmitted infections I understand the 3 main groups of STIs that exist I am able to describe some of the facts and symptoms for different STIs	Choose one specific STI to focus on and create a poster or presentation that includes the following information: Name of the STI and how it is transmitted Symptoms of the STI and how it can be diagnosed Long-term health consequences of the STI if left untreated Prevention measures for the STI, including ways to reduce the risk of transmission			
Contraception & STIs - 02 - Treating STIs and the Clinic	Year 9	To describe the key symptoms and risks associated with a variety of different STIs To understand the importance of Sexual Health Clinics (GUM) To explain why people should always get themselves checked out after unprotected sex	GUM, Sexual Health Clinic, GP, Contraception, Unprotected Sex, Promiscuous	I understand the key symptoms and risks associated with different STIs I know several places I can go to access help and support I understand the important role GUM clinics perform and what to expect from one	Write down three pieces of advice you would give to someone who feels pressured into having sex without a condom	https://www.youtube.com/watch?v=jLFDjkHRrTM	https://www.youtube.com/watch?v=wa0MY8hC-5E	
Contraception & STIs - 03 - Contraception Explored	Year 9	To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STIs or both	IUD, IUS, Diaphragm, Patch, Injection, Vasectomy, Contraception Ring, Abstinence, Condom, Pill, Femidom, Withdrawal	I can name a wide range of contraceptive methods I understand how at least five different types of contraceptives work I know where I can access further reliable information on this topic	Come up with your own definition for unplanned pregnancy then research and write two paragraphs on what you should / shoudn't do (including who you can contact) if an unplanned pregnancy was to happen to you or someone you know.	https://www.youtube.com/watch?v=KyU880oHSxM	https://www.youtube.com/watch?v=czGxxLjMRbE	https://www.youtube.com/watch?v=5wiTO6eZtfU
Contraception & STIs - 04 - Contraception - Condoms	Year 9	To understand the correct steps for using an external or male condom To describe obstacles to condom use and explain how they can be overcome To know what a C-Card scheme is and how it works	Condom, Condom Demonstrator, C-Card Scheme, Contraception	I understand how to overcome obstacles to condom use I am able to explain all the steps to using a male condom I can explain the different intended uses for flavoured and non-flavoured condoms	Copy down and answer the following questions: What are the common mistakes people make when using condoms? How can using condoms promote safer and more responsible sexual behavior? Why is it important to have open and honest communication with your sexual partner about condom use?	https://www.youtube.com/watch?v=qGrbrn2E7no		
Contraception & STIs - 05 - Contraception Explored Further	Year 9	To understand the block, supress and disable methods to reducing the risk of pregnancy To explore which forms of contraception protect against pregnancy, STI's or both To know what thrush is and the common symptoms of it in men and women	Block, Supress, Disable, Thrush, Diaphragm, Vasectomy, Hysterectomy	I understand the differences between the methods of contraception I can explain the symptoms and causes of thrush in men and women I can evaluate the effectiveness of different types of contraception	Create your own 5 question contraception quiz using any information you have learnt over the past 3 lessons. Bring this with you to the next lesson to test a partner.	https://www.youtube.com/watch?v=ziSKvk93kPw		
Contraception & STIs - 06 - HIV and AIDS	Year 9	I know what HIV and AIDS are and explain the difference I understand the main ways HIV is transmitted from person to person I can explain the vital importance of World AIDS Day	HIV, AIDS,, Anti-Viral, Immunodeficiency, Immune System, CD4, White Blood Cells	To define the terms HIV and AIDS and understand the difference To explore the different ways HIV can be transmitted and how to reduce the risk of transmission To evaluate the importance of support World AIDS Day	Come up with three facts and three myths surrounding HIV and AIDS	https://www.youtube.com/watch?v=nq22Ucr33aw	https://www.youtube.com/watch?v=s0Jn6Lr96Y0	https://www.youtube.com/watch?v=qUT_Z_RW31Y
Contraception & STIs - 07 - HIV and AIDS Prejudice and Discrimination	Year 9	To understand the history of HIV and AIDS and the recent advances in HIV treatment and prevention To explain what the stigma is surround HIV and AIDS and why it exists To explore how the cycle of prejudice and discrimination towards HIV and AIDS sufferers can be broken	HIV, AIDS, PrEP, PEP, Anti Viral, Infection, Immune system, CD4	I know the history of HIV and AIDS I understand the prejudice and discrimination HIV and AIDS sufferers face I understand the medical advances in HIV treatment and methods of prevention	Design a campaign poster to bring awareness to the prejudice and discrimination that HIV and AIDS suffers face. Try to include information on what everyone can do to help fight against it.	https://www.youtube.com/watch?v=4IZc5MqDv4k	https://www.youtube.com/watch?v=irotv5zwOVw	https://www.youtube.com/watch?v=UV5uv0589Ec

Legal and Illegal Drugs Unit		Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
Legal and Illegal Drugs - 01 - What is a Drug	Year 9	To define the term drug and understand the different forms it can take To explore some of the reasons why people use drugs To evaluate the impact drug use has on society	Addiction, Experimental, Recreational, Dependent, Problem User, Class A,B & C	I know what different types of drugs are I understand a range of things people can become addicted to I understand how experimenting with drugs can impact me and my family	Write 2 paragraphs explaining to a year 9 student who missed the lesson, what a drug is and why they can be very dangerous.	https://www.youtube.com/watch?v=OeX0Fz0Xza4&t=7s		
Legal and Illegal Drugs - 02 - Different Types of Addictions	Year 9	To define what an addiction is To understand the different types of addictions that people can have To evaluate whether sugar is more addictive than cocaine	Gambling, Nicotine, Prescription Drugs, Compulsive Disorder, Excessive Consumption	I know what addiction is and who is at risk I can name a wide range of things people can become addicted to I understand a variety of problems linked to an addiction	Create a drugs education leaflet from your own research and what you have learned so far on the topic drugs and addiction.	https://www.youtube.com/watch?v=_Jto-ByH6XtE	https://www.youtube.com/watch?v=_P0_j56SFmc	https://www.youtube.com/watch?v=3eorvRkMBMM
Legal and Illegal Drugs - 03 - Cannabis Products	Year 9	To understand the different forms and street names given to cannabis To explore why some people take cannabis To evaluate whether cannabis should be legalised in the UK	Cannabis, Marijuana, THC, CBD, Cannabis Oil, Intoxicating, Class B	I understand the different forms cannabis comes in I know the legal status of cannabis I can evaluate the arguments for and against legalisation of cannabis	Research a particular CBD based product on the market today. What does it do? How is it ingested/applied? What benefits does it claim to give the user? Does it have any adverse effects?	https://www.youtube.com/watch?v=oZZBuS3lq0I	https://www.youtube.com/watch?v=IHX7zQrBEG8&list=PLaFrzinS5k6vErFnsvtA2CLrXQCY17vZs&index=11	
Legal and Illegal Drugs - 04 - Drugs Classifications	Year 9	To consider the differences classification of drugs To explore the legal classifications of 36 drugs To understand key aspects of the UK's drug policy	Class A, Class B, Class C, Supply, Possession, Psychoactive Substances, Misuse of Drugs Act 1971	I can explain the different legal classifications of drugs I can define and identify psychoactive substances I can identify different ways drugs can cause harm to society	Select one of the classifications of drugs and create a word cloud with your chosen class at the center.	https://www.youtube.com/watch?v=tMGNRqgxWiA	https://www.youtube.com/watch?v=hBC7i-vHWsU	https://www.youtube.com/watch?v=qS6LoRYUdhw
Legal and Illegal Drugs - 05 - Party Drugs & Illegal Drugs	Year 9	To explore the way 'party' drugs effect users and can put them in very dangerous situations To learn about a range of illegal drugs To explore the link between gangs, users and illegal drugs	Psychoactive, Hallucinogenic, LSD, MDMA, Cocaine, Crystal Meth, Amphetamines, Ketamine	I know the ways 'party' drugs have dangerous affect the users I can explain various key factors about a range of illegal drugs I know the link between illegal drugs, suppliers and their users	Select one of the drugs mentioned today and create an information flyer. Include: Name and Image Definition Science of how it works Effects on the body and mind The punishment for possession and supply and production	https://www.youtube.com/watch?v=fAigPJVbagY		
Legal and Illegal Drugs - 06 - The War on Drugs	Year 9	To describe how drugs are manufactured and trafficked globally To explore how different countries are dealing with the drugs trade To evaluate how governments can tackle the illicit drugs trade	Trafficking, Drug Mules, Products, End Users, Manufacturers, Producers, Farmers	I understand how drugs are trafficked globally I can explain the international war on drugs I can suggest solutions to reduce the damage of drug trafficking and drug cartels on society	Pick a country that has the same first letter as your name. Research that countrys' drug laws and find out what (if anything) they are doing to help fight the global war on drugs. You must present you findings as a display poster.	https://www.youtube.com/watch?v=nLNGOvPUzSY	https://www.youtube.com/watch?v=JG1TATmvrmg	https://www.youtube.com/watch?v=wJUXLqNHCaI
Legal and Illegal Drugs - 07 - Volatile Substance Abuse	Year 9	To define the term 'volatile substance abuse' To explore the short term, long term and chronic effects of VSA To understand what can be done to help those who abuse	Volatile Substance Abuse, Psychoactive Substances, Addiction, Chronic Effects	I can define the term 'volatile substance abuse' (VSA) I can explain the short term, long term and chronic effects of VSA I can identify various support networks available for those who abuse	Write a letter to a young person who has just started abusing volatile substances. Provide them with information on what they are doing to their mind and body and the harm that they are causing. Then tell then what they do to get help.	https://www.youtube.com/watch?v=9yyE_fMIqTg	https://www.youtube.com/watch?v=9yyE_fMIqTg	https://www.youtube.com/watch?v=FZC7h2IJqFw
Body Confidence Unit		**Learning Outcomes**	**Key Terms**	**Assessment Objectives**	**Homework**	**Video Link 1**	**Video Link 2**	**Video Link 3**
Body Confidence - 01 - How Self-Esteem Changes	Year 9	To define the term self-esteem and explain how it impacts us To explore why people do not necessarily respond in the same way to similar situations To understand that different people may express their feelings in many different ways	Self-Esteem, Butterfly Effect, Validation, Criticism, Resilience, Personal Development	I can identify the difference between high and low self-esteem I understand what can change self-esteem in the short-term and long-term I know a range of ways to manage my own self-esteem	Come up with 3 ideas of how you could improve your long-term self-esteem and create a plan of how you will integrate those ideas into your daily life.	https://www.youtube.com/watch?v=pWp6kkz-pnQ	https://www.youtube.com/watch?v=VHbwUUkHU_U	
Body Confidence - 02 - What is a Penis	Year 9	To know what a penis is and the makeup of a sperm cell To understand the male reproductive system To understand the role testosterone plays in the body	Penis, Urethra, Scrotum, Testicle, Bladder, Prostate Gland, Vas Deferens, Testosterone, Movember	I am confident at labelling the male reproductive system I know the make up of a sperm cell I understand how testosterone impacts the body	Complete further research on the topic of Movember. Find out exactly what it is and which men's health issues it specifically focuses on and write one or two paragraph explaining how Movember aims to address these issues and the stigma surrounding them and how it encourages men have open conversations about their wellbeing.	https://www.youtube.com/watch?v=X5XSwr47Xb8&list=RDCMUCXQZTtGqsy6QHH2fq-OJ_eA&index=29	https://www.youtube.com/watch?v=G2ciOhidKpg&list=RDCMUCXQZTtGqsy6QHH2fq-OJ_eA&index=29	https://www.youtube.com/watch?v=r9kSWwWH1B8
Body Confidence - 03 - What is a Vulva	Year 9	To understand what a vulva is and the makeup of the vagina To understand the female reproductive systems To understand the importance of cervical screening	Vulva, Vagina, Labia, Mons Pubis, Cervix, Uterus, Clitoris, Cervical Screening	I know the difference between a vulva and a vagina I can label correctly all parts of the female reproductive system I can explain what cervical screening is	Create a poster highlighting why it is important to keep your body clean.	https://www.youtube.com/watch?v=j9QqcCK6FKM&list=RDCMUCXQZTtGqsy6QHH2fq-OJ_eA&index=28	https://www.youtube.com/watch?v=m5SclYVf644	https://www.youtube.com/watch?v=5WEHyb7D9Vk
Body Confidence - 04 - Bullying in all its forms	Year 9	To understand the different forms of bullying and why people bully others To know what HBT bullying is and the impact it can have on the victim To evaluate what support schools and students can give to those impacted by the effects of HBT bullying	Social Bullying, Prejudice, Homophobia, Biphobia, Transphobia, Resilience, Assertiveness	I can define the different forms of bullying I know what HBT bullying is and understand the impact it can have I can explain how schools and charities are helping to tackle HBT bullying	Create an acrostic poem about using the word bullying and another using the word victim.	https://www.youtube.com/watch?v=JhjqxIc85ss	https://www.youtube.com/watch?v=IrJxqvalFxM	
Body Confidence - 05 - Dealing with Grief and Loss	Year 9	To explore what grief is and how it affects people To understand how grief can impact people in a variety of different ways and how you can support a friend or family member To evaluate what support networks are available to help those grieving	Grief, Loss, Bereavement Denial, Bargaining, Acceptance, Trauma, Depression	I can explain what grief and loss are I understand the range of emotions people may feel when grieving I know what I could do to try and help support someone who is grieving	Take at least 30 minutes today to do something that makes you feel happy and appreciative of what you have and who you are.	https://www.youtube.com/watch?v=vTnWFT3DvVA&t=1s	https://www.youtube.com/watch?v=gsYL4PC0hyk	https://www.youtube.com/watch?v=o0eXVfVb32U
Body Confidence - 06 - Media and Airbrushing	Year 9	To describe how photo editing and air brushing are contributing to a false sense of beauty To explore what it means to be body positive and body neutral To evaluate the impact advertisements are having on our self esteem	Airbrushing, Digital Media, Photoshop, Body Positivity, Insecurity, Foundation, Body Neutrality	I know how unrealistic some of the images I see in the media are I can describe what it means to be body positive and body neutral I can explain the link between airbrushing and photo editing and self-esteem	Pay attention to the next few adverts / online images containing models that you see. Screenshot them (if you can) and annotate or simply write down some of the ways the images may have been edited.		https://www.youtube.com/watch?v=Z6ftChi-elE	https://www.youtube.com/watch?v=z2T-Rh838GA
Body Confidence - 07 - Cancer Prevention and Healthy Lifestyles	Year 9	To explore the health benefits of living a healthy lifestyle To explore how diet, stress and life situations can impact on health To evaluate the latest research on cancer prevention and healthy lifestyle choices	Cancer Prevention, Cultured Meat, Industrial Farming, Vegans, Immunity, Malnutrition, Tumours	I make healthy choices in my lifestyle I can explain how diet, stress and life situations impact on physical health I understand some of the latest research on cancer prevention	Design a questionnaire that helps you to find out if year 7s in your school lead a healthy lifestyle. Come up with at least 5 questions that you could ask that would help you decide. Tip. Don't just think about exercise and junk food.	https://www.youtube.com/watch?v=WZZAAWxB_W4	https://www.youtube.com/watch?v=ZNvcFP92dlI	

Year 10

Exploring British Values Unit	YEAR GROUP	Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
Exploring British Values - 01 - Critical Thinking & Fake News	Year 10	To understand how to spot fake news To explore the damaging consequences of Fake news To understand why critical thinking is important	Fake News, Critical Thinking, Misinformation, Disinformation, Propaganda, Press Freedom	I know some methods for spotting fake news I understand the importance of critical thinking I understand why fake news can be damaging	Visit https://breakyourownnews.com/ and create you own tv fake news image.	https://www.youtube.com/watch?v=EJDFeXomVvg	https://www.youtube.com/watch?v=6OLPL5p0fMg	
Exploring British Values - 02 - Hate Crime in the UK	Year 10	To understand the definition of a hate crime and the protected characteristics To know the difference between free speech and hate speech To evaluate recent police statistics for hate related crime	Hate Crime, Free Speech, Hate Speech, Prejudice, Xenophobia, Biphobia	I understand the law regarding hate crimes I can identify the causes of hate crime I know the differences between free speech and hate speech	Create an infographic highlighting the latest government statistics for all different types of hate crime in the UK you can add text around the stats to convey your thoughts and feelings. 21-22 Stats can be found here: https://www.gov.uk/government/statistics/hate-crime-england-and-wales-2021-to-2022/hate-crime-england-and-wales-2021-to-2022	https://www.youtube.com/watch?v=zcCbUmRlWEk	https://www.youtube.com/watch?v=qDZGw_ZZ2Cg	https://www.youtube.com/watch?v=LbilEnZxhco
Exploring British Values - 03 - British Values and Identity	Year 10	To define the different British values To understand the importance of Promoting British Values To understand where our sense of identity comes from and why it is important to have a sense of belonging	Tolerance, Values, Multicultural Society, Social Development, Culture, Sovereignty	I can describe what British values are I understand the different aspects that make up my identity I understand the importance of promoting British values in school	Create a mind map exploring how we can we bring divided communities together.	https://www.youtube.com/watch?v=bIC1fb5OqMA		
Exploring British Values - 04 - Mutual Respect & Tolerance	Year 10	To know the meaning of mutual respect and tolerance To can explain why mutual respect and tolerance is important between different groups of people To understand how multiculturalism and diversity play a big part in teaching us respect	Mutual Respect, Tolerance, Diversity, Multiculturalism, Stereotyping, Heritage	I can define mutual respect and tolerance I know what mutual respect and tolerance looks like in everyday life I can explain why multiculturalism and diversity is important in society	Create a piece of marketing of your choice to promote your diversity event. This could be a: poster, tweet, social media post or email campaign. Be sure to include the main message of your event with impactful words and images.	https://www.etflearners.org.uk/course_files/sidebyside/facilitators/values/5f.html	https://www.youtube.com/watch?v=RHOAfl9b8oI	
Exploring British Values - 05 - Individual Liberty	Year 10	To describe what is meant by individual liberty To know what individual liberty looks like in my everyday life To have the ability to advocate for individual liberty for myself and those around me	Individual Liberty, Advocate, Protection, Dignity, Principles, Individuality	I understand what is meant by individual liberty I can explain what individual liberty looks like in everyday life I know how to advocate for individual liberty	Draw a tree and write the word individual liberty on the trunk. Annotate your branches with key words from the lesson and examples of what individual liberty looks like for you in your life. You can choose to represent these with words and/or images.	https://www.etflearners.org.uk/course_files/sidebyside/facilitators/values/4f.html		
Exploring British Values - 06 - What are Human Rights	Year 10	To define what human rights are and be able to list several examples To explore the origins of human rights To evaluate how we can protect human rights in the modern world	Treaty, Declaration, Convention, Universal Declaration of Human Rights, Human Rights Act 1998	I can name several human rights I understand the origins of human rights I understand how human rights are protected	Choose a human right and write a 30 second speech to explain why this human right is important	https://www.youtube.com/watch?v=6XXGF_V8_7M	https://www.youtube.com/watch?v=pRGhYmUjU4	
Exploring British Values - 07 - Democracy Explored	Year 10	I can explain what democracy is and what it is not I understand what democracy in UK looks like I know my rights in a democratic society	Totalitarianism, Anarchy, Oligarchy, Dictatorship, Constitutional Monarchy, Judiciary	I can explain what democracy is and what it is not I understand what democracy in UK looks like I know my rights in a democratic society	Imagine you are living in an alternative to democracy (Totalitarianism, Anarchy, Oligarchy, Dictatorship). Write a short creative piece of 150-200 words describing your rights (or lack of), what this means for your life experiences and the emotions yourself and the society you live in experience as a result. You can choose to write in 1st or 3rd person.	https://www.youtube.com/watch?v=u6jgWxkbR7A	https://www.youtube.com/watch?v=cC-OS6xzKzs	https://www.youtube.com/watch?v=sV28-mwjbY
Relationships, Respect & Modern Challenges Unit		**Learning Outcomes**	**Key Terms**	**Assessment Objectives**	**Homework**	**Video Link 1**	**Video Link 2**	**Video Link 3**
01 What is Sextortion?	Year 10	To understand what is meant by sextortion To explain how you can protect yourself against sextortion To know what to do if you become a victim of sextortion	Sextortion, blackmail, privacy, sexual imagery, fake profile, suicide	I can describe and give examples of what sextortion is. I can explain ways to protect myself from sextortion. I know what to do if I or someone I know becomes a victim of sextortion.	Check the privacy settings on your apps. Change any settings that aren't already set to private to reduce your risk of being a target of sextortion.	https://www.youtube.com/watch?v=hMrwQXRR1Jg&t=318s		
02 Dangers of Virginity testing and hymenoplasty	Year 10	To understand virginity testing and hymenoplasty are To discuss the social, ethical and health implications of these practices To know what to do if you or someone else is in danger of these practices	Virginity testing, hymenoplasty, hymen, cultural, bodily autonomy,	I can define virginity testing and hymenoplasty I can confidently discuss the social, ethical and health implications of these practices I know what to do if I am or someone I know is in danger of these practices	Explore the links on the next slide to learn more about virginity testing and hymenoplasty	https://www.youtube.com/watch?v=T0h3QZLRQKQ		
03 Positive Male Role Models & Incel Culture	Year 10	To be able to differentiate between examples of healthy and unhealthy masculinity To explain why certain behaviours are problematic to boys, girls and wider society To assess what makes a positive male role model and why	Role model, toxic masculinity, healthy masculinity, incel culture	I can differentiate between examples of healthy and unhealthy masculinity I can explain why certain behaviours are problematic to boys, girls and wider society I can assess what makes a positive male role model and why	The next time you see a male YouTuber or influencer, think about whether they show traits of a positive or negative male role model.	https://www.youtube.com/watch?v=UYaY2Kb_PKI	https://www.youtube.com/watch?time_continue=137&v=aG5hdyHSGuw&embeds_referring_euri=https%3A%2F%2Fwww.beyondequality.org%2F&source_ve_path=MTM5MTE3LDI4NjY2	
04 Marriage, Cohabitation & Civil Partnerships	Year 10	Describe what marriage and civil partnerships are, including their legal definition in the UK Identify the key legal rights, benefits and protections of marriage and civil partnership, and how these differ from cohabitation (living together without being married).	Marriage, civil partnership, arranged marriage, union, notice, cohabitation, forced marriage	Describe what marriage and civil partnerships are, including their legal I can explain the rights and responsibilities that come with marriage Explain why many couples choose to marry or form civil partnerships — emotionally, culturally, and practically.	"I'm completely against marriage. It's an outdated tradition that puts unnecessary pressure on people to conform to society's expectations. My parents got married and they ended up getting divorced anyway. I don't want to put myself through that." Write an answer back to Melanie with your thoughts?			
05 Ending Friendships / Relationships - How to do it in a kind way	Year 10	To be able to recognise when to end a friendship or relationship To practise ending these in a kind way To assess how someone might feel after a friendship or relationship ends	Boundaries, break-up, feelings, respect, friendship, relationship	I can give at least 3 reasons why it might be a good idea to end a friendship or relationship I can write thoughtful break-up messages to be said online, over the phone or in person I can explain at least 3 ways someone might feel after a friendship has been ended	If you are concerned about a friendship or relationship, start a diary to keep track of healthy and unhealthy behaviours. This could help you decide whether you would like to take time apart, have an honest conversation, or end the relationship.	https://www.youtube.com/watch?v=XFAEeOd3H9k		
06 Financial Abuse and Control in Relationships	Year 10	To be able to identify different types of financial abuse To describe the difference between financial abuse and economic abuse To explain the impact of financial and economic abuse on victims	Abuse, financial abuse, economic abuse, coercion, control, romance scam	I can identify types of financial abuse in different scenarios I can describe the difference between financial and economic abuse. I can describe at least 5 impacts of financial and economic abuse on victims.	Watch an episode of The Tinder Swindler or Love Con Revenge documentaries on Netflix (or free clips on YouTube). Make a note of different types of financial abuse and romance scam tactics used.	https://www.youtube.com/watch?v=amfXsZKQAxM	https://www.youtube.com/watch?v=PLNl9QstDGs	
07 Personal Safety in Public Spaces	Year 10	To identify how to keep yourself safer walking home To rehearse how to handle a harassment scenario To be able to demonstrate what to do if you find someone unconscious	Street harassment, first aid, recovery position, primary survey	I can identify at least 3 things I can do to keep myself safer walking home I can describe what I could do to handle a harassment scenario in the street I can demonstrate how to put somebody in the recovery position if found unconscious	Share your personal safety plan with a trusted adult at home so they can remind you about this at a future time walking home.	https://www.youtube.com/watch?v=sdn15-t7kg0		

Risk, Relationships & Sex Education		Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
Risk, Relationships & Sex Education - 01 - Pleasure and Delaying Sexual Activity	Year 10	To define the terms pleasure, masturbation and sexual activities To explore the benefits and risks associated with masturbation To evaluate risks associated with different sexual activities and identify high and low risk activities and ways to mitigate the high risk activities	Masturbation, Pleasure, Sensation, Orgasm, Private, Addiction	I can define the terms pleasure and masturbation I understand the benefits and risks associated with masturbation I understand and can evaluate the risks associated with different sexual activities	Come up with your own definition of the term 'pleasure'	https://www.youtube.com/watch?v=PaHudJWwM8I		
Risk, Relationships & Sex Education - 02 - Campaigning Against FGM	Year 10	To understand what FGM is and to know that FGM is illegal and where you can go for help and support To explore the social and economic excuses used by people to encourage FGM To evaluate the best way to campaign against FGM practices here in the UK and abroad	Female Genital Mutilation Illegality, Circumcise, PTSD Infertility, Preventable	I understand the dangers associated with FGM I can explain the economic and social excuses made for committing FGM I know which human rights are being abused by FGM	Use another A4 sheet of paper to add more to your Wimbledon outfit campaigning against FGM. You could include a different campaign outfit for the male competitors and a campaign slogan and hashtags.	https://www.youtube.com/watch?v=vXauuG0nLfQ	https://youtu.be/qPG1sK48Wcl?t=68	https://www.youtube.com/watch?v=32q-HCmdNCc
Risk, Relationships & Sex Education - 03 - Sexting, Nudes and Dick Pics	Year 10	To understand the legal, emotional and social consequences of sending sexts To explore the reasons why some young people send sexts, nudes and dick pics To be able to deal effectively assertively with requests and pressure to send sexts	Sexting, Sexts, Nudes, Dick Pics, Peer Pressure, Consent, Revenge Porn, Take Down Policy	I can explain possible consequences linked to sending and receiving sexts I know a good range of responses to a request for a sext message I know where to get help with sexting issues and explicit images ending up online	Write three assertive responses you could use in the future if someone were to send you a sext or ask you to send one to them	https://www.youtube.com/watch?v=IZwVT6WnPQY	https://www.youtube.com/watch?v=V4DenkTiZpq	https://www.youtube.com/watch?v=6anYPanNvBU
Risk, Relationships & Sex Education - 04 - Online Pornography (Myths vs Reality)	Year 10	To outline what is and is not legal in terms of pornography To identify the differences between what is seen in porn and what happens in real life To look at the impact of porn on society and relationships	Revenge Porn, Extreme Porn, Child Pornography, Illegal, Sexual Excitement, Stimulation	I understand which types of pornography are illegal I understand the differences between real life sex and porn life sex I can explain the impact porn has on society and relationships	Create a table or list to present common myths or misconceptions about online pornography on one side, and the corresponding realities or facts on the other side. Provide at least five examples	https://www.youtube.com/watch?v=GdB2rmGqqNU	https://www.youtube.com/watch?v=tYbCZH0c5OQ	
Risk, Relationships & Sex Education - 05 - Porn and its Impact on Society	Year 10	To understand how porn may negatively influence a person's behaviour in society To explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self-esteem To know what revenge porn is and the law surrounding it	Pornography, Negative Influence, Revenge Porn, Intercourse, Indecent Images	I know how porn can negatively influence a person's behaviour in society I can identify a range of aspects that are under represented in porn I know what revenge porn is and the law surrounding it	Create an empowering letter, poem or song to remind people that what they may see on a pornographic site is not true to real life. Try to include a message gender equality and women's rights.	https://vimeo.com/155736291	https://www.youtube.com/watch?v=MqmprOiG62M	
Risk, Relationships & Sex Education - 06 - Unhealthy Relationships, Sexual Assault and Rape	Year 10	To explore the laws regarding rape and sexual assault To understand how unhealthy behaviours and an imbalance of power in a relationship could lead to violence and sexual assault To explore what qualities to look for in a healthy loving relationship	Sexual Assault, Rape, Stealthing, Unlawful Intercourse, Non-consensual Penetration	I can recognise what behaviours are unacceptable in a relationship I can explain the law in regard to sexual assault and rape I know the important qualities to look for in a partner that will keep me safe	Create a mind map of different people / groups that could help someone who has been sexually assaulted. Include the different ways each of the people you think of can help both physically and emotionally.	https://www.youtube.com/watch?v=STyNOVjgxcM&t=1s	https://www.youtube.com/watch?v=owSzKb0gYh8	https://www.bbc.co.uk/programmes/p0345d6w/clips
Risk, Relationships & Sex Education - 07 - Sexualisation of the Media	Year 10	To explore the impact sexualisation of the media is having on teenagers To identify the links between body image and the medias influence on it To evaluate whether shows like Love Island teach viewers about morals and ethics	Social Media Influencers, Sexualisation, Expectations, Mental Health, Body Image	I understand the impact sexualisation of the media has on society I can explain what positive and healthy body image is I know how comparing myself to those I see in media could damage my mental health and self-esteem	Write your own synopsis for a reality TV show that celebrates body positivity for everybody	https://www.youtube.com/watch?v=eIQB5kmF8H8	https://www.youtube.com/watch?v=jcfVWew6RiI	https://www.youtube.com/watch?v=qdpiDPuV_E0
Violence, Crimes & Seeking Safety Unit		**Learning Outcomes**	**Key Terms**	**Assessment Objectives**	**Homework**	**Video Link 1**	**Video Link 2**	**Video Link 3**
Violence, Crimes & Seeking Safety - 01 - Honour Based Violence	Year 10	To define the terms honour and dishonour To explore honour-based violence and the different forms it can take To evaluate the best way to tackle honour-based violence and promote the equality of women in society	Honour, Respect, Dignity, Equality, Dishonour, HBV, Domestic Abuse, Shari'ah Law	I can define honour, equality, respect and dishonour I understand the law relating to honour-based violence I can evaluate the best way to tackle honour-based violence in communities	Create an awareness campaign aimed at addressing honour-based violence (HBV) and promoting positive change within your community. Choose one of the ideas mentioned below and develop a campaign plan.	https://www.youtube.com/watch?v=ChfWjMZbYa8	https://www.youtube.com/watch?v=bsKvrQbfyAo	https://www.youtube.com/watch?v=d5T-P7tbIVE
Violence, Crimes & Seeking Safety - 02 - Forced Marriage and Breast Ironing	Year 10	To understand the terms; forced marriage and breast ironing To explore statistics related to forced marriages in the UK and other Commonwealth countries To understand who the forced marriage unit (FMU) are and to evaluate their effectiveness	Forced Marriage, Breast Ironing, FMPO (Forced Marriage Protection Order) Forced Marriage Unit (FMU)	I can define forced marriage and breast ironing I understand the role of the Forced Marriage Unit I could advise someone of where to seek help if they are being forced into a marriage	Write a letter to a fictional person who has been forced into a marriage. Ask them any questions you would ask a real person going through this situation and offer them helpful advice on what they could do to improve their life situation.	https://www.youtube.com/watch?v=j_U-IJztUwQ	https://www.youtube.com/watch?v=jmCmIG3_3tc	
Violence, Crimes & Seeking Safety - 03 - Online Gaming & Gambling	Year 10	To understand the age-appropriate classifications of games To explore how online gaming can lead to gambling and skin betting To evaluate the risks associated with online gaming and online gambling	PEGI, Age-Appropriate Content, Gambling, In-App Purchases, Skin Betting, Loot Boxes	I can explain age-appropriate content and the role of PEGI I understand the risks associated with online gambling I know a range of methods gaming companies use to entice players to spend money	Next time you are on your favourite online game or app take a look at the in-app purchase and make notes. What are they selling? How much is it? What tactics are they using to try to get you to spend money? How much would you need to spend to get everything available?	https://www.youtube.com/watch?v=Yd_IhoEBFpQ	https://www.youtube.com/watch?v=awbGln1QP_E	
Violence, Crimes & Seeking Safety - 04 - Social Media Validation	Year 10	I can explain the role of social media influencers I understand the risks associated with social media validation and how to get rid of it I can evaluate how social media can impact my self-esteem and mental health	Validation, Perfectionism, Addiction, Mental Health, Influences, YouTubers, FOMO	I will not become addicted to social media I can explain the link between social media and negative self-esteem I understand how to combat social media validation	Take some of the steps mentioned in this lesson to start reducing your own social media validation. Start with writing down 10 things you love about yourself, read this daily as a reminder of all of the good qualities you own. Next, try to limit your social media sessions to 20 minutes or less at a time.	https://www.youtube.com/watch?v=nxoIrIIWEMQ	https://www.youtube.com/watch?v=JIAFtktbHco	https://www.youtube.com/watch?v=X7ii3JPb1vc
Violence, Crimes & Seeking Safety - 05 - Modern-Day Slavery	Year 10	To define the term Modern Day Slavery To examine human trafficking in the UK and evaluate the government's response To evaluate the best way to tackle modern-day slavery in the UK and abroad	Slavery, Human Trafficking, Exploitation, Abduction, Illegal Immigration, Criminal Gangs	I know how to recognise modern-day slavery I can explain how human trafficking links to modern-day slavery I understand which human rights modern-day slavery abuses	Write a letter to the UK government giving them ideas of what they can do to help abolish modern-day slavery and human trafficking.	https://www.truetube.co.uk/resource/uk-trafficking/?tab=film	https://www.youtube.com/watch?v=xYQdZWj5G0g&t=10s	https://youtu.be/E377-bPcxdg?t=26
Violence, Crimes & Seeking Safety - 06 - Keeping Your Data Safe	Year 10	To understand the importance of keeping personal data safe To learn about online fraud and be aware of different types of online scams and tricks To identify what the dark web is and why it can be dangerous	Phishing, Fraud, Ransomware, Spam, Scams, Pop-Ups, ID Theft, Dark Web, Open Web	My personal online data is safe and protected I can recognise an online scam email or message when I see one I know how to protect myself and my family from being a victim of online fraud	Create an infographic on how to spot a fraudulent email and what to do if you suspect you have received one	https://www.youtube.com/watch?v=R12_y2BhKbE	https://www.youtube.com/watch?v=BVpe0O5huPk	
Violence, Crimes & Seeking Safety - 07 - Causes of Knife Crime	Year 10	To understand the causes behind the rise in knife crime in the UK To explore how to prevent young people from picking up and carrying a knife To evaluate the real risks to those that carry knives and their families and friends	Socioeconomic, Gang Culture, UK Drill Music, Glamorisation, Alienation	I understand the impact of carrying a knife on myself and others I understand some of the causes behind knife crime in the UK I can explain how to tackle the causes behind people carrying knives	Continue to work on your anti-knife campaign by adding in as much detail as possible and creating a campaign poster.	https://www.youtube.com/watch?v=czAQzfi7nTs	https://www.youtube.com/watch?v=Lvz4ppCXgw	

Healthy Minds, Safe Choices Unit		Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
Healthy Minds, Safe Choices - 01 - Child Sexual Abuse	Year 10	To define the term sexual abuse and understand the law relating to it To understand the importance of speaking out against any form of abuse To evaluate what support networks are available to those suffering sexual abuse	Sexual Abuse, Physical Abuse, Emotional Abuse, Neglect, Childline, NSPCC	I can define the term child sexual abuse I know why it's important to speak out against sexual abusers I know where to seek help if someone is being sexually abused	Write a letter to your local MP explaining why child abuse is an important issue to raise awareness for and come up with 3 ideas that could be implemented in your local area to help achieve this.	https://www.youtube.com/watch?v=ZCSQN112gvw	https://www.youtube.com/watch?v=pLaHfZgSOYY	https://www.youtube.com/watch?v=g2r56c3FBk4&t
Healthy Minds, Safe Choices - 02 - Screen Time	Year 10	To explore how technology and social media can negatively impact your mental health To understand the impact screen addiction is having on society To evaluate how technology and smartphones can both be rewarding and damaging in our lives	Technology, Addiction, Mental Health, Blue Light, FOMO, Echo Chambers, Filter Bubbles	I can evaluate my own screen addiction I recognise the impact screen addiction is having on society I can define the terms filter bubble and echo chambers	Turn off your phone 30 minutes before you go to bed each night and wait 30 minutes before you turn it on again in the morning. Use this time to wind down / wake up and reflect on how you are feeling.	https://www.youtube.com/watch?v=iZDkJ_62xgw	https://www.youtube.com/watch?v=8iLr64Iv7KA	
Healthy Minds, Safe Choices - 03 - Masculinity + Misogyny	Year 10	To be able to explain what masculinity and Misogyny is To understand the dangers of Andrew Tate's views To discuss the responses to these views	Masculinity, Misogyny, Misogynist, Misogynistic	I can explain what Masculinity and Misogyny is I understand the dangers of Andrew Tate's views I can discuss the responses to these views	Find an example of misogyny from a historic figure (they are very easy to find online!). Write a statement FOR what they have said, AGAINST what they have said and your personal opinion. Your statement should be at least 300 words.	https://www.youtube.com/watch?v=f-sQD1oU_k8		
Healthy Minds, Safe Choices - 04 - Basic First Aid skills	Year 10	To understand the vital importance of First Aid as a life saving skill Know how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries To understand how to put someone in the recovery position and when to contact emergency services	Defibrillator, CPR, Choking, Recovery Position, St John Ambulance, BHF, Circulation, Airways	I am confident in giving someone basic first aid I know how to perform CPR and put someone in the recovery position I understand how and when to use a defibrillator to save someone's life	Find out where you first aid kit is kept at home and check it to make sure it has everything that you might need to administer first aid.	https://www.youtube.com/watch?v=ea1RJUOiNfQ	https://www.youtube.com/watch?v=GmqXqwSV3bo	https://www.youtube.com/watch?v=j-3p85oj3JE
Healthy Minds, Safe Choices - 05 - Self-Harm	Year 10	To understand that self-harm is a behaviour and not an illness To understand that some people who self-harm are trying to communicate that they are distressed To evaluate what support networks are available to help those that are self-harming	Self-Harm, Self-Poisoning, Self-Injury, Sensitivity, Samaritans, Coping Strategies	I know the definition of self-harm I can explain some of the triggers for self-harm I know a range of ways to deal with stress, anger and trauma	Write a list of questions and ideas that you could use to help a friend who is self-harming or is thinking of doing so.	https://www.youtube.com/watch?v=yuknD-134uc	https://www.youtube.com/watch?v=hHQEUQQHE3o&t	https://www.youtube.com/watch?v=6Qk7d3bhMqc
Healthy Minds, Safe Choices - 06 - Suicide (Thoughts and Feelings)	Year 10	To be able to identify warning signs that you or a loved one are thinking about or contemplating suicide To understand how music can be used to help support people through difficult times To evaluate what support networks are available to help those in need	Self-Harm, Suicide, Suicidal Thoughts, Tragedy, Distress, Illness, Symptoms, Isolation, Depression	I know how to look out for a friend in need I understand the differences between self-harm and suicidal thoughts I have playlists of songs that make me happy	Find 3 new songs that put you in a positive mood and add them to your favourite playlist.	https://www.youtube.com/watch?v=-bQdBxfuHFU	https://www.youtube.com/watch?v=DnbstkXwXbM	https://www.youtube.com/watch?v=2MRdtXWcgIw
Healthy Minds, Safe Choices - 07 - Promoting Emotional Wellbeing	Year 10	To understand what wellbeing might look like in someone's life To understand the meaning of mental health and emotional wellbeing To learn strategies to improve mine and others' emotional wellbeing	Emotional Wellbeing, Cognitive Behavioural Therapy, Healthy Boundaries, Responsibility	I can explain what emotional wellbeing is and what affects it I know ways to improve my emotional wellbeing I can reflect on different areas of my life and how I feel about them	Practice improving your own emotional wellbeing using the information you have learnt today. Thinking positively, accepting all emotions, setting boundaries, spending time with positive influences and removing the negative ones.	https://www.youtube.com/watch?v=seMwpP0yeu4	https://www.youtube.com/watch?v=4wkp_AfluP4	https://www.youtube.com/watch?v=ScD1iwXcYlo
Healthy Bodies, Healthy Futures Unit		**Learning Outcomes**	**Key Terms**	**Assessment Objectives**	**Homework**	**Video Link 1**	**Video Link 2**	**Video Link 3**
01 What is a GP	Year 10	To understand the role of GPs To understand when and how to access this service To understand the issues facing NHS GP practices	GP, vaccinations, specialist, salary, inequality, appointment	I can explain three parts of a GP's job I can explain how to access local GP services and the importance of being registered with a local GP I can evaluate the current issues impacting NHS GP practices	Check with your parent or carer which GP surgery you are registered with. Find out whether they have an online booking system	https://youtu.be/sLbHlnb4j2o	https://www.youtube.com/watch?v=bv97L3H4SfM	https://www.youtube.com/watch?v=VOKXx6u4Qqc
02 The role of pharmacists	Year 10	To understand the role of a community pharmacist To know when to visit your local pharmacy To assess the career path of a community pharmacist	Pharmacy, prescription, community, academic, research, industry	I can describe the role of a community pharmacist I can identify different occasions when people should visit their local pharmacy I can explain the qualifications needed and training routes into being a community pharmacist	Locate and visit your local pharmacy. What type of medications are available without a prescription in the shop?	https://www.youtube.com/watch?v=t2dvY86rHyc	https://www.youtube.com/watch?v=o0F1I_JvmKo	
03 Exploring the Local Healthcare System	Year 10	To identify available healthcare services To understand when to use each healthcare service To evaluate the impact of people choosing services incorrectly on the NHS	NHS, 111, 999, A&E, drop-in centre, sexual health clinic self-care, ailment	I can identify available healthcare services in the UK I can explain when to use each healthcare service To can evaluate the impact of people choosing services incorrectly on the NHS	Find and note down the addresses of your local NHS services discussed today.	https://www.youtube.com/watch?v=em6iM410lFQ	https://www.youtube.com/watch?v=QyhlBdLpQMQ	
04 What is Antimicrobial Resistance?	Year 10	To understand what is meant by antimicrobial resistance To understand the impacts of antimicrobial resistance To understand what we can do to tackle antimicrobial resistance	Bacteria, fungi, virus, parasite, prescribe, antimicrobial resistance, microbes, MRSA	To define antimicrobial resistance To analyse the impacts of antimicrobial resistance To evaluate what we can do to tackle antimicrobial resistance	The next time you have anti-biotics, make sure you continue taking the FULL COURSE that your doctor prescribes!	https://www.youtube.com/watch?v=znnp-lvj2ek	https://www.youtube.com/watch?v=ZvhFeGEDFC8	
05 Menstrual and Gynaecological Health	Year 10	To be able to label different parts of female genitalia To understand what happens during the menstrual cycle To learn about some common gynaecological issues	menstruation, gynaecology, endometriosis, polycystic ovary syndrome, pregnancy, menopause	I can able to label different parts of female genitalia I can explain what happens during the menstrual cycle I can describe some common gynaecological issues	Create a reminder in your phone to check your breasts at least once per month. Getting into this healthy habit could save your life!	https://www.youtube.com/watch?v=zcvo9VLVHWc	https://www.youtube.com/watch?v=gUzCUvrjMbc	https://youtu.be/QomvUEScUpI
06 Healthy behaviours before during and after Pregnancy	Year 10	To be able to clearly identify the main stages of pregnancy To be able to explain how to stay healthy before, during and after pregnancy To evaluate the importance of various factors when considering pregnancy	pregnancy, trimester, folic acid, conceive, IVF, adoption, caesarean, post-natal depression	I am able to clearly identify the main stages of pregnancy I can explain how to stay healthy before, during and after pregnancy I can evaluate the importance of various factors when considering pregnancy	Set a reminder on your phone to do these exercises daily. Try and keep to this schedule for at least 2 weeks.	https://www.youtube.com/watch?v=Kqenf9RcBdU		
07 Unhealthy Weight Gain & Associated Health Risks	Year 10	To be able to describe what is meant be unhealthy weight loss and gain To explain at least 3 risks of unhealthy weight gain To be able to give advice about how to avoid unhealthy weight gain	Obesity, coronary heart disease, cancer, stroke, eating disorder,balanced diet	I can describe what is meant be unhealthy weight loss and gain I can explain at least 3 risks of unhealthy weight gain I can give useful and accurate advice about how to avoid unhealthy weight gain	The next time you are in a supermarket, check the traffic light rating for daily sugars, fats, saturates and salts. Are there any healthier alternatives on the isle? Avoid red rated products where possible.	https://www.youtube.com/watch?v=xBAvxnT0Zvl		

Justice, Ethics & Modern Society Unit	YEAR GROUP	Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
Justice, Ethics & Modern Society - 01 - What is Justice	Year 11	To be able to explain what justice is. To give examples of how and when justice is served. To understand the role justice plays in the UK court of law.	Personal Justice, Commutative Justice, Legal Justice, Distributive Justice, Social Justice	I can explain what justice is. I can give examples of how and when justice is served. I understand the role justice plays in the UK court of law.	Use the internet to find a court case, it can be recent or old but must be in the UK. Write 250 words about you think the sentence HAS or HAS NOT served justice fairly.	https://www.youtube.com/watch?v=H0CTHVCkm90	https://www.youtube.com/watch?v=HlPGRfhvKJg	
Justice, Ethics & Modern Society 02 Media Literacy & Digital Resilience	Year 11	To understand online safety To know when & how to challenge online behaviour To understand what media literacy is, particularly critical media literacy	Preventative Measure, Digital Resilience, Media Literacy	I understand online safety I understand how to safely challenge online behaviour I understand how to use technology safely & report issues	Create a PowerPoint presentation that you can deliver alongside your assembly speech. This should contain videos, facts and pictures from the internet to show students the importance of digital resilience.	https://www.youtube.com/watch?v=GlaRw5R6Da4	https://www.youtube.com/watch?v=iOF7TxX0Kzk	
Justice, Ethics & Modern Society 03 Grime Music & Violence	Year 11	To understand the origins of grime music To explain the links between grime music and violence To be able to hear ""red flags"" in music	Grime, Red Flag, Influence, Interpret, Susceptible	I understand the origins of grime music I can explain the links between grime music and violence I am able to hear ""red flags"" in music	Find and listen to a grime song, pick out any red flag lyrics you hear and write your opinion on how they could influence young people.	https://youtu.be/E3eHRrySwPo	https://youtu.be/HK1SpAy_cR4	
Justice, Ethics & Modern Society 04 Moral and Ethical Decisions	Year 11	To identify how people make challenging decisions To evaluate different ethical decisions To reflect on how to make a good decision	Ethics, Morals, Moral Compass, Euthanasia, Decision Tree	I know how to make challenging decisions I know how to evaluate different ethical decisions I know how to reflect on my decisions	Create a leaflet	https://www.youtube.com/watch?v=wEPHYbRDQb0	https://www.youtube.com/watch?v=uBXFrC-rQAI&list=PL-sBT8q5jm2sPGJqBvMUg8kuyqanALIT4	
Justice, Ethics & Modern Society 05 Debating and Meaningful Discussions	Year 11	To understand the difference between debate and discussion. To be able to explain the traits of a debate and why these are useful. To consider how to approach debates and meaningful discussion.	Debate, Discussion, Argument, Motion, Proposition, Opposition, Conclusion	I understand the difference between debate and discussion. I can explain the traits of a debate and why these are useful. I can consider how to approach debates and meaningful discussions.	Choose one of the below debate motions/statements: Is climate change already irreversible? Should parents control their children's activities on social media? Is artificial intelligence dangerous? Write a debate FOR or AGAINST the motion/statement. Ensure you include an introduction, at least three reasons and a conclusion.	https://www.youtube.com/watch?v=1TSkkxu8on0	https://www.youtube.com/watch?v=vF57tO_F4pY	
Justice, Ethics & Modern Society 06 Abortion Laws, Morals and Ethics	Year 11	Examine what is meant by abortion and the law regarding abortion. Consider different reasons why women have abortions. To be able to explain the religious and legal perspectives on abortion in the UK and Northern Ireland	Conception, abortion, Conceive, Contraception, Moral, Rights, Pro-life, Pro-choice	I can explain what the legal position is on abortion in the UK I understand a range of views that are pro-life and pro-choice I can explain why abortion is such a controversial topic around the world	Write a short reflection (100-150 words) on what you have learned about abortion through this lesson you may include an additional conclusion with your own thoughts if you wish.			
Justice, Ethics & Modern Society 07 Sex Trafficking	Year 11	To be able to explain what Sex Trafficking is. To understand what could put someone in danger of being trafficked. To know how to remain safe.	Sex Trafficking, Human Trafficking, Debt Bondage, Red Light District	I can explain what Sex Trafficking is. I understand what could put someone in danger of being trafficked. I know how to remain safe.	Pick one of the tips on how to keep safe, or create one of your own. Write a short speech that could be given in an assembly to Year 7 and 8 to help them understand what sex trafficking is and your top tip to keep safe.	https://www.youtube.com/watch?v=wcjY-VN8_l4	https://www.youtube.com/watch?v=tyrXYXvL8TM	
Stay Safe, Stay Smart Unit		**Learning Outcomes**	**Key Terms**	**Assessment Objectives**	**Homework**	**Video Link 1**	**Video Link 2**	**Video Link 3**
01 Social Media Vs Real Life	Year 11	To describe the differences between real life and social media life To explore the impact social media influencers have on society To identify coping strategies for social media wellness and improving self-esteem	Online Identity, Body Confidence, Addiction, Influencer, Perfectionism, Validation	I am aware that what I see on social media may not be reflective of real life I can explain the positive and negative impact that following social media influencers has on me I know the four main ways social media can cause stress	Check through your friends on your social media platforms for any that you may have added that you do not know in real life and assess whether they are fake profiles intended on promoting an unrealistic lifestyle to you. Remember, if you find any you can always report them.	https://www.youtube.com/watch?v=U4Cyqf9-muU	https://www.youtube.com/watch?v=0EFHbruKEmw	https://www.youtube.com/watch?v=Czg_9C7gw0o
02 Screen Addiction and Studying	Year 11	Explore how technology and social media can negatively impact on your mental health To evaluate how technology and smart phones can be both rewarding and damaging in our lives	Addiction, Dependance, Blue Light, Echo Chambers, Filter Bubbles	I am aware of the dangers associated with smart phone and screen addiction I understand what makes a good environment to sleep and study in I can explain the benefits and drawbacks of an increasing dependance on technology in my life	Spend 30 minutes less on your phone everyday this week. What else could you do with that 30 minutes you have?	https://www.youtube.com/watch?v=_GcMH7K5qmQ	https://www.youtube.com/watch?v=WCT5JcCXMPw	https://www.youtube.com/watch?v=Q2ws6nkr1Kc
03 Online Misinformation - How it Spreads	Year 11	What is misinformation? How is misinformation spread? To understand how to use critical thinking to stop misinformation spreading	Data, Bias, Assumption, Significance, Identify, Propaganda, Critical Thinking	I understand how to interpret information I view online I can define click bait and misinformation I understand how to use critical thinking to stop misinformation spreading I understand why stereotypes are harmful in society	Find an example of misinformation online and be ready to share it next lesson. How do you know that there is assumption, bias or that it is click bait? Be ready to explain your findings.	https://www.youtube.com/watch?v=HnJ1bqXUnlM		
04 - Targeted Advertising and Your Data	Year 11	To describe the three main types of targeted advertisements and explain how they work To explore the role of the advertising standards agency (ASA) To evaluate the role targeted advertising plays in elections	Contextual, Geotargeted, Retargeted , Targeted , Advertisements, Pop-Ups, ASA	I can explain how geotargeted, contextual and retargeted advertisements work I can explain the role of the Advertisement Standards Agency I know when I am being subjected to targeted advertisements online	Make a list of 5 targeted ads that you see over the next few days. Where you tempted to click on them? Why/Why not?	https://www.youtube.com/watch?v=yrjT8m0hcKU	https://www.youtube.com/watch?v=c5QoOvW2_fg	https://www.youtube.com/watch?v=E5S1EMmCWAE
05 Cyber flashing + Unsolicited images	Year 11	To be aware of the law on nudes To know who to talk to, and have the skills to start a conversation To evaluate actions if an unwanted nude is received	Nudes; consent; law; dick pics; consequences, Cyberflashing	I can explain a range of possible consequences linked to sending and receiving sexts I understand the law relating to cyber flashing and sexting I know a good range of responses to a request for a sext message	Make an infographic to inform other young people about unwanted nudes. What can you do if you've shared a nude / dick pic / video or sexual message with someone who didn't want it? Who to talk to What can you do if you receive an unwanted image / message? How to get images of you removed. What the law says (emphasis it is there to protect young people).	https://www.youtube.com/watch?v=65aNokVDM08		
06 Peer on Peer Abuse	Year 11	To understand the definition of peer on peer sexual abuse To evaluate potentially abusive behaviours and responses from those in authority To understand the barriers to reporting abuse and/ or seeking help but understand where you can seek help & support	Peer; abuse; harassment; rape culture; Stalking; Revenge porn; unsolicited; non consensual; molestation	I can recognise peer-on-peer abuse I can evaluate potentially abusive behaviour and actions I know where to seek support and help if myself or a peer is suffering abuse	Practice being assertive this week. Pick a situation where you might normally respond passively or aggressively and plan how you could respond assertively. Write a note of what you say, what happens, and how you feel.	https://www.youtube.com/watch?v=zYna_yzImK8	https://www.youtube.com/watch?v=fr9JaIRhrpg	
07 Upskirting	Year 11	To understand what upskirting is and where it might take place To know what you can do if you're the victim / witness it and sources of help To understand how upskirting affects people	Upskirting; voyeurism; consent;	I can explain what upskirting is and how it happens I understand the legal consequences associated with upskirting and how to report it I understand the history of how upskirting has come about	Plan an awareness campaign about upskirting for your school. Include the following info: What is upskirting? Where can it take place? What can you do about it? How can you support your friend? What can you do if you see it happen?	https://youtu.be/4KoNwtQaQ-o	https://youtu.be/adACBMYzZl8	https://youtu.be/XnfiDxbjAPQ?t=222

Sexual Health Unit		Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
Sexual Health - 01 - Peer on Peer Abuse	Year 11	To define the phrase 'peer on peer abuse' and understand what constitutes abuse To explore circumstances when peer pressure becomes peer abuse To evaluate what support networks are available to help support those in need	Peer Abuse, Domestic Violence, Honour, Equality, Respect, CSE	I can describe what abuse is I understand the different forms peer abuse can come in I know where to seek support and help for someone suffering abuse	Design a poster highlighting the importance of not giving into peer pressure and to speak up if someone is a witness of peer on peer abuse.	https://www.youtube.com/watch?v=esUhTF9fk-w	https://www.youtube.com/watch?v=3t3W8vlGlBg	https://www.youtube.com/watch?v=i5LW03vw_x8
Sexual Health - 02 - Fertility and What Impacts it	Year 11	To define and describe the human fertilisation process at a cellular level To explore what makes women and men fertile and understand ways to improve fertility To understand the various ways women can become pregnant including IVF treatment	IVF, Gut Flora, Fertility, Fertilisation, Artificial Insemination, Surrogate, Trimester, Embryo	I can explain what impacts fertility for men and women I understand how certain lifestyle changes can improve fertility I can describe the process of IVF treatment	Continue working on your fertility leaflet using the fact sheets and your own additional research.	https://www.youtube.com/watch?v=h8K49dDS2WA	https://www.youtube.com/watch?v=RAMbIz3Y2JA&list=PL-wqVjlWM93IZbcY3SFHBBSGBK5pDXXbT&index=6	
Sexual Health - 03 - Alcohol, Parties and Bad Choices	Year 11	To describe the risks associated with house parties and alcohol To explore alcohol abuse, drink spiking and the associated risks To evaluate what and who impacts our decisions about our own health and the choices we make	Anti-Social Behaviour, Binge Drinking, Drink Spiking, Date Rape, Sedatives, Tranquilisers	I know the risks associated with house parties I can explain how drinking alcohol impacts sensible decision making I always make good decisions in relation to my own health and safety	Create an awareness campaign for young people with tips to keep them safe whilst they are at house parties and other social events. Include a campaign description, slogan and social media hashtags.	https://www.youtube.com/watch?v=XxyunUsEdmw	https://www.youtube.com/watch?v=hCcT1BaWGqk	https://www.youtube.com/watch?v=EiPLqifgqcY
Sexual Health - 04 - Importance of Sexual Health	Year 11	To increase awareness of the importance of a young person's sexual health To explore various consequences of neglecting sexual health To understand what emergency contraception is available and when it is appropriate to use it	Sexual Health, STI, Reproductive Health, Sexual Rights, Chlamydia, Emergency Contraception	I can define sexual health and reflect on my own I can explain the consequences of neglecting my sexual health I know what to do I make a mistake or something happens accidently	Write three paragraphs explaining what sexual health is, the importance of maintaining good sexual health and what some of the consequences of poor sexual health are.	https://www.youtube.com/watch?v=yAEnftfpFdU		
Sexual Health - 05 - Revisiting STIs	Year 11	To understand the way STIs spread and the groups at higher risk To increase awareness of the process of a young person's sexual health consultation at a clinic To understand the differences between viral, bacterial, fungal and parasitic STIs	Sexual Health Clinic, Promiscuous, Gonorrhoea, Syphilis, Chlamydia, Chancroid, Candidiasis	I understand what happens at a sexual health clinic I can explain some differences between bacterial, viral, parasitic and fungal STIs I understand the risk of catching an STI with regards to various activities couples might engage in	Research you local sexual health clinic and make up a short story about someone visiting it to get tested.	https://www.youtube.com/watch?v=tMGNRqqxWiA	https://www.youtube.com/watch?v=BnhgWG-cp5w	https://www.youtube.com/watch?v=BLg4FrYZw6E
Sexual Health - 06 - Revisiting Contraception	Year 11	To revisit how a variety of different forms of contraception work To further understand the advantages and disadvantages of different contraceptive methods To explore which forms of contraception protect against pregnancy, STIs or both	IUD, Diaphragm, Patch, Injection, Contraception Ring, Abstinence, Condom, Pill, Femidom, Thrush, Douche	I understand the difference between methods of contraception I can explain the common mistakes when using a condom I can evaluate the effectiveness of different methods of contraception	Choose a form of contraception (e.g., condoms, hormonal methods, intrauterine devices) and create a persuasive pamphlet or infographic advocating for its use. Include information on its effectiveness, advantages, possible side effects, and dispel any common myths or misconceptions related to the chosen method.	https://www.youtube.com/watch?v=TakJT2BtnqE	https://www.youtube.com/watch?v=hIlx0Y-e_KE	https://www.youtube.com/watch?v=WvVDWcN-7fg
Sexual Health - 07 - Respect, Love and Relationships	Year 11	To understand the importance of respecting others, especially those we are in a relationship with To be able to describe what love is and what love is not To evaluate what support is available for someone in an abusive relationship	Infatuation, Longing, Desire, Affection, Attraction, Authenticity, Tenderness	I can describe what love is and what love is not I can identify unhealthy features of a relationship I understand the wide range of risks associated with online relationships	Think of a healthy offline relationship and an online only relationship that you have if your life. Create a comparison table highlighting the postive and negative aspects and potential dangers of both relationships. Finally, write a single paragraph conclusion with your findings.	https://www.youtube.com/watch?v=wQl_4kcE5nw	https://www.youtube.com/watch?v=BfXu9DXVYI8	
Staying Safe Unit		**Learning Outcomes**	**Key Terms**	**Assessment Objectives**	**Homework**	**Video Link 1**	**Video Link 2**	**Video Link 3**
Staying Safe - 01 - Virtual Reality and Live Streaming	Year 11	To define the term augmented reality, virtual reality and live streaming To explore the benefits and risks associated with virtual reality To explore the consequences associated with live streaming on the internet	Live Streaming, Augmented Reality, Virtual Reality, Immersive Technology, Online Etiquette, Audience Engagement	I know the differences between AR and VR I can explain the benefits and risks associated with virtual reality I understand various considerations and risks with live streaming	Research a potential future use for virtual reality outside of gaming. What is the idea? How would it help people/organisations? Are there any drawbacks? Whats your personal opinion on this idea?	https://www.youtube.com/watch?v=esUhTF9fk-w	https://www.youtube.com/watch?v=3t3W8vlGlBg	https://www.youtube.com/watch?v=i5LW03vw_x8
Staying Safe - 02 - Online Reputation and Digital Footprints	Year 11	To define the terms digital footprints and online reputation To understand how to complete an online audit of yourself and know why it is important To understand why and how to build an online personal brand	Online Reputation, Digital Footprint, Cookies, Cached Data, Personal Branding	I know what my online reputation and digital footprint are I can create good online personal branding and know why it is important I know how to conduct an online audit of myself	Conduct your own online audit and based on your findings, create a plan to enhance your online reputation and digital footprint. This may involve updating profiles, creating valuable content, engaging with relevant communities, etc.	https://www.youtube.com/watch?v=h8K49dDS2WA	https://www.youtube.com/watch?v=RAMbIz3Y2JA&list=PL-wqVjlWM93IZbcY3SFHBBSGBK5pDXXbT&index=6	
Staying Safe - 03 - Group Chats & Anti-Bullying	Year 11	To identify other terms surrounding cyberbullying To analyse the effects of bullying in group chats To explain how and where someone can ask for help if they are being bullied	Cyberstalking, Denigration, Exclusion, Exposure, Social Rejection, Perpetrator, Mob Mentality	I know some of the terms surrounding cyberbullying I understand the social pressures group chats can inflict I can explain how someone can get help if they are being bullied	Write a newspaper article explaining the different types of online bullying and the effects they can have on a victim. Include: Facts Expert quotes Statistics	https://www.youtube.com/watch?v=XxyunUsEdmw	https://www.youtube.com/watch?v=hCcT1BaWGqk	https://www.youtube.com/watch?v=EiPLqifgqcY
Staying Safe 04 - Why is Vaping popular but dangerous	Year 11	To assess why young people vape To understand the risks and harm associated with vaping To be able to give advice to someone trying to quit	Vaping, nicotine, adolescent, withdrawal, addiction, marketing	I can identify three reasons why young people vape I can identify various risks and harm associated with vaping I am able to give helpful advice to someone trying to quit	When you see an advert for vaping, think about who the company is aiming vaping products at and how they are trying to achieve this.	https://www.youtube.com/watch?v=LIyzUVfJpN4	https://www.youtube.com/watch?v=-229yD9us14	
Staying Safe - 05 - New Psychoactive Substances	Year 11	To define the term New Psychoactive Substances and give examples To explore why NPS drugs are so dangerous to society To understand how to protect yourself from peer pressure to experiment with NPS drugs	Synthetic Cannabinoids, NPS, Legal Highs, Designer Drugs, Hallucinogenic, Stimulants, Depressants	I can define the term new psychoactive substances I understand the dangers associated with NPS drugs I know how to handle peer pressure to experiment with drugs	Design some ideas based on what you have learnt today for new warning labels that could be put on the front of NPS packaging.	https://www.youtube.com/watch?v=tMGNRqqxWiA	https://www.youtube.com/watch?v=BnhgWG-cp5w	https://www.youtube.com/watch?v=BLg4FrYZw6E
Staying Safe - 06 - Festivals and Nitrous Oxide	Year 11	To understand the risks associated with parties and festivals and experimenting with drugs To understand how to stay safe at a festival or a party To evaluate whether drug testing tents will reduce drug-related deaths at festivals	Glastonbury, Laughing Gas, Euphoria, Nausea, Disassociation, Nitrous Oxide, Drug Tents	I know the risks associated with attending parties and festivals I know how to keep myself an my friends safe I can explain the dangers of taking nitrous oxide and other party drugs	Plan a safe but fun party that everyone will enjoy and will remember. When planning consider what you have learnt in today's lesson.	https://www.youtube.com/watch?v=TakJT2BtnqE	https://www.youtube.com/watch?v=hIlx0Y-e_KE	https://www.youtube.com/watch?v=WvVDWcN-7fg
Staying Safe - 07 - Substance Addiction	Year 11	To define the term substance addiction and understand the way drugs affect users To understand the different levels of drug use and realise the consequences of drug use on wider society To evaluate what support networks are available to help support those in need	Experimental, Recreational, Dependent, Nicotine, Opioids, Inhalants, Rehabilitation	I understand what a substance addiction is and why someone may turn to it I can explain how a substance addiction impacts wider society I know how to help and support someone with an addiction	Create a word cloud with the word 'addiction' in the centre, you can add little drawings or images to help your word cloud to stand out	https://www.youtube.com/watch?v=wQl_4kcE5nw	https://www.youtube.com/watch?v=BfXu9DXVYI8	

Adult Health and Looking After Yourself Unit		Learning Outcomes	Key Terms	Assessment Objectives	Homework	Video Link 1	Video Link 2	Video Link 3
Adult Health and Looking After Yourself - 01 - Organ and Blood Donation	Year 11	To understand various types of organ donation To know the law surrounding organ donation To evaluate the impact organ and blood donation can have on the recipient and others	Organ Donation, Donor, Transplant, 'Opt Out' System, Transfusions	I am aware of different forms of organ donation and the NHS waiting lists I can explain the importance of giving blood I know the law in relation to organ donation	Continue working on your campaign to encourage people over the age of 17 to donate blood by designing an accompanying poster.	https://www.youtube.com/watch?v=or85cmsk7qM	https://www.youtube.com/watch?v=FXmkVg8a2Mo	https://www.youtube.com/watch?v=MYMZrMQXql4
Adult Health and Looking After Yourself - 02 - Teenage Pregnancy Choices	Year 11	To understand the impact of an unplanned pregnancy To know what to do if you think you or a friend is pregnant To understand the options available for unplanned pregnancies	Abortion, Pregnancy Test, Adoption, Morning Sickness, Fatigue, Nausea	I understand the signs that someone may be pregnant I know the range of options available to someone who is pregnant I can identify methods that do and do not protect against pregnancy	Write a few paragraphs about how your life right now would change if you had a child that you had to raise.	https://www.youtube.com/watch?v=qs4do1DwMrI&list=RDCMUCXQZTtGgsy6QHH2fg-OJ_eA&index=28	https://www.youtube.com/watch?v=NBDNasx0M_I	https://www.youtube.com/watch?v=XEfnq4Q4bfk
Adult Health and Looking After Yourself - 03 - Mental Health Illnesses	Year 11	To describe what mental health and mental illness is To explore different types of mental illnesses To understand what you can do to help someone with their mental health	Spectrum, Stigma, Tolerance, Anxiety, Depression, Schizophrenia, Trauma, Mental Health Discrimination Act	I can explain the difference between mental health and mental illness I understand the different ways mental illnesses can be categorised I know how to support someone with their mental health	Visit www.mind.org.uk/ and pick a mental health illness to research further. Then write an article for a health magazine informing the readers about the illness. Include when someone might go for help and support.	https://www.youtube.com/watch?v=wl9U8cDqv9c&list=RDCMUCXQZTtGgsy6QHH2fg-OJ_eA&index=28	https://www.youtube.com/watch?v=AUWhdmKyOE8	https://www.youtube.com/watch?v=hRdaasafhYs
Adult Health and Looking After Yourself - 04 - Parenthood for Teenagers	Year 11	To understand the challenges that raising a child presents for a couple To evaluate the impact parenthood has on teenagers To understand the many ways people can become parents	Parenthood, Abortion, Adoption, Surrogacy, Artificial Insemination, Support Network	I can explain a range of ways people can become parents I understand the costs involved in raising a child I understand the challenges and opportunities of a new born baby	Interview your parents or someone you know who has raised a young child. Find out what they found challenging and what they found rewarding and any other useful information you would like to know.	https://www.youtube.com/watch?v=qczJ7qSczcQ&list=RDCMUCXQZTtGgsy6QHH2fg-OJ_eA&index=30	https://www.youtube.com/watch?v=FuaDuxWVrZs	https://www.youtube.com/watch?v=Jkx8tlOLejY
Adult Health and Looking After Yourself - 05 - Testicular and Prostate Cancer	Year 11	I know the risk factors and common symptoms of testicular cancer I understand how to perform a testicular self-examination I understand how difficult prostate cancer can be to detect	Prostate Cancer, Testicular Cancer, Self-Examination, Tumours, Abnormal Growth	I can explain the signs and symptoms of testicular cancer I know how to conduct a self-examination of my own or my boyfriend's testicles I understand what prostate cancer is	Continue working on your cancer awareness leaflet using the information from this lesson and your own additional research.	https://www.youtube.com/watch?v=GotM6CbOjnU	https://www.youtube.com/watch?v=-RyJgfLmNG4	https://www.youtube.com/watch?v=3rVE_4toOWU
Adult Health and Looking After Yourself - 06 - Breast Cancer, Cervical Cancer & Screening	Year 11	I know the risk factors and common symptoms of breast and cervical cancer I understand how to perform a breast self-examination I understand the importance of a smear test and cervical screening	Breast Cancer, Self-Examination, Tumours, Cervical, Smear Test, Screening, HPV	I can explain the signs and symptoms of breast and cervical cancer I know how to conduct a self-examination of my own or my girlfriend's breasts I understand the significance of a smear test and cervical screening	Continue working on your cancer awareness leaflet using the information from this lesson and your own additional research.	https://www.youtube.com/watch?v=EySCUG5g0X8	https://www.youtube.com/watch?v=Hj_GkqMEsY8	https://www.youtube.com/watch?v=i6aOZxp3448
Adult Health and Looking After Yourself - 07 - Love and Abuse	Year 11	To describe a positive and healthy relationship To understand the different types of abuse that exist To identify where to go for help and support with abusive relationships	Domestic Abuse, Domestic Violence, Manipulation, Scapegoating, Negativism	I can explain how abuse can be mistaken for love at first I can list a range of things that can cause conflicts in a relationship I understand the barriers and coping strategies for leaving an abusive relationship	Design a poster highlighting the importance of speaking up if you are a victim abuse of or see someone who is being abused.	https://www.youtube.com/watch?v=1L6HB97lbrQ	https://www.youtube.com/watch?v=Zu4rP9wureY	https://www.youtube.com/watch?v=MUkylt2Xfok

Appendix two
Statutory Relationships and Sex Education content

Relationships and sex education, primary content

Families and people who care for me:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources

Relationships and sex education, secondary content

Families

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnerships, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have for example, undergone a non-legally binding religious ceremony.
4. That common law marriage is a myth and cohabitants do not obtain marriage like status or rights from living together or having children.
5. That forced marriage and marrying before the age of 18 are illegal.
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed including when pupils are concerned about violence, harm or when they unsure who to trust.

Respectful relationships

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.[1]
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support

about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.

9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
11. That pornography and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidently as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being safe

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
7. The concepts and laws relating to sexual violence, including rape and sexual assault.
8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
12. The concepts and laws relating to forced marriage.

13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful
16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

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