	Term 1	Term 2		Term 3		Term 4		Term 5		Term 6
	Careers	Values & Culture		Taking Care of Myself		Democratic Britain		Community Issues		Relationships & Me
K\$3	Week 1-7 Sept-Oct	Week 1-7 Nov. Dec		Week 1-7 Jan-Feb		Week 1-6 Mar-Apr		Week 1 – 5 Apr-May		Week 1 – 7 Jun-Jul
Year 7	Bilton School Values and Identifying my skills What makes you employable Standing out from the crowd The exciting world of work Goals and being a success Equality Act 2010 – Protected Characteristics Self-Awareness Update	HOLIDAY: 1 WEEK Values & Culture Intro (Diversity & cultural respect) Anti-Bullying – (respecting others) Unpacking British Values – Mutual Respect Unpacking British Values – Precious Liberty Delving into Equality, Diversity & inclusion Delving into our Human rights Being an Active Citizen and ways to volunteer	HOLIDAY: 2 WEEKS	Healthy Lifestyle, Healthy mind (emotions and Feelings) – 2 weeks Personal Hygiene Balanced diet – healthy food Active Lifestyle Environmental Issues Keep yourself safe (roads and fire)	HOLIDAT: I WEEN	Democratic government - UK How are we governed in the UK? (parliament & the monarch) Voting: Know your rights! What is local government? Why is it important? Politicians and political parties Run your own campaign!	HOLIDAY: 2 WEEKS	How does substance ab Legal drugs and Illegal I Homelessness Charities and volunteer gr	HOLIDAY: 1 WEEK	What makes a good friend? Respectful Relationships R.E.S.P.E.C.T — Stereotyping, prejudice behaviour and narranal haundaries (It e not RANTER) Bullying Peer Pressure and conflict resolution Cyber-bullying and staying safe online Body change and puberty Diversity
	Experiences & Encounters inc. GroFar & The Big Debate	Experiences & Encounters inc. GroFar & The Big Debate, Amnesty International,		Experiences & Encounters inc. GroFar & The Big Debate		Experiences & Encounters inc. GroFar & The Big Debate		Experiences & Encounters inc. GroFar & The Big Debate		Experiences & Encounters inc. GroFar & The Big Debate
Assess										
ment	MS Forms Assessment	MS Forms Assessment		MS Forms Assessment		MS Forms Assessment		MS Forms Assessment		MS Forms Assessment
	Closed question assessment	Closed question assessment		Closed question assessment		Closed question assessment		Closed question assessment		Closed question assessment
	Student voice	Student voice		Student voice		Student voice Campaign Speech.		Student voice		Student voice
						What does your party believe in? What will you do to help the local area?				

Links to Curricul um

Preparing students to be effective learners.

British values and citizenship to be effective members of a school

Careers/Gatsby Benchmark 1,

C&C Whole school Values

British Values: Developing their understanding of fundament British values

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Secondary - (relationship education, RSE & health education) 2019

how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)

Respectful relationships, including friendships

the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

74 Secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence, self-awareness

Our stable careers programme includes:

- Character Education
- Self-Awareness and Development
- Career Exploration
- Raising Career Aspirations & Career Management
- Employability Skills
- Useful career related websites, if required

Link to year 7 term 5 history-industrial revolution

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Citizenship NC ks3 (2013) Citizenship NC creating open-minded and tolerant individuals- who want to make a positive contribution to society

C&C Whole school Values

ritish Values: Developing their understanding undamental British values

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citizens who contribute positive to society

Cultural respect: Celebrating what we have in common and promoting respect for the different

November 12th-16th – National Anti-Bullying Week

December 10th – Human Rights Day

Nc CIT KS3 2013: Lessons include:

Diversity and cultural **respect** – British value (links with SACRE)

Anti-bullying week theme – unite against bullying links to cultural and mutual **respect & tolerance**. **British values**

Outline the 4 main British values, where did they come from, why are they so important to our society?

What is a precious liberty? - links to British values

Protection of your rights and the rights of others-"the right to believe, act and express oneself freely"

Equality act 2010 – why is this so important – links to British values, law, liberty, respect.

Human Rights Day — links to cit ks4

The roles played by public institutions and voluntary groups in society, the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

Link to year 7 term 1 history -what is history?

Link to year 7 term2 history-how important was the church ?

Link to year 7 term 2-drawing

Link to year 7 drama term 2-Harry Potter and the Cursed Child

Link to year 7 drama term 6-Matilda

Link to year 7 english term 1-history of English

Link to Year 7 English term 2- intro to Dickensian characters

Link to Year 7 English term 4-Ruby in the smoke

Link to Year 7 English term 6-Merchant of Venice

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

RSHE curriculum (2019) healthy lifestyle Citizenship NC ks3 (2013)

curriculum.

Science – nutrition and diet.

C&C Whole school Values

British Values: Developing their understanding of fundamental British values

Diversity: Developing their understand and appreciation of diversity

Society: Equipping them to be esponsible, respectful, active citizen who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Secondary - (relationship education, RSE & health education) 2019

97. Physical health and mental wellbeing: Secondary

L1 83 84 -100

how to talk about their emotions accurately and sensitively, using appropriate vocabulary.

that happiness is linked to being connected to others

5 steps to mental wellbeing. How mental and physical health are linked, the importance of maintaining mental as well as physical wellbeing.

How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

NC CIT 2013

The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

Secondary - (relationship education, RSE & health education) 2019

97. Physical health and mental wellbeing: Secondary

L2 97 Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. About dental health and the benefits of good oral History and Geography – understating the UK. Citizenship NC – role of local government and how to engage as political citizens

British Values and Citizenship NC.

C&C Whole school Values

British Values: Developing their understanding of fundamental Britivalues

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citize who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Nc CIT KS3 2013

- L1.the development of the political system of democratic government in the United Kingdom,
- L2 including the roles of citizens, Parliament and the monarch
- L3 the operation of Parliament, including voting and elections,
- L4, the role of political parties
- L5 the role of local government

L6 the roles of citizensHistory and Geography – understating the UK. Citizenship NC – role of local government and how to engage as political citizens

ritish Values and Citizenship NC.

C&C Whole school Values

British Values: Developing their understanding of fundamental British

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citizer who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Nc CIT KS3 2013

RSHE curriculum (2019) Drugs, alcohol

tizenshin NC ks3 (2013)

C&C Whole school Values

British Values: Developing their understanding of fundamental Briti

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citizer who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

L1. Nc CIT KS3 2013

the nature of rules and laws and the iustice system.

Secondary - (relationship education, RSHE & health education) 2019

Drugs, Alcohol and tobacco. 76

82 Law - substance misuse

- 101 The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- L2 101 The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. Awareness of the dangers of drugs which are prescribed but still present serious health risks. The risks and facts about the risks of smoking.
- **L3 101** The law relating to the supply and possession of illegal substances.
- 101- This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions

L4 the functions and uses of money, the importance and practice of budgeting, and managing risk

L5 NC CIT 2013

the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities. RSHE curriculum (2019) friendship and positive relationships.

itizenship NC to make well informed noices in the community. IT — Year 7 prriculum

C&C Whole school Values

British Values: Developing their understanding of fundamental British values

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible respectful, active citizens who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Secondary - (relationship education, RSE & health education) 2019

L1. 69. Respectful relationships, including friendships.

The characteristics of positive respectful relationships, including friendships.

L2 Prejudice and stereotypes – Respect.

L3 Different types of Bullying, (including cyberbullying)

L3/I5 80 Online Media

online risks:

not to provide material to others that they would not want shared further and not to share personal material which is sent to

what to do and where to get support to report material or manage issues online.

L4 Intimate and sexual relationships, including sexual health

78 that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

L6 88/89. 97/98 Changing adolescent body

key facts about puberty, the changing adolescent body and menstrual wellbeing.

the main changes which take place in males and females, and the implications for emotional and physical health.

Link to year 7 term 3 science -reproduction

Link to year 7 term 1 drama- Introduction

Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

Respect and tolerance

The Equality Act, 2010

L2 Anti bullying week theme – unite against bullying links to cultural and mutual **respect & tolerance**.

British value

STATUTORY GUIDANCE - Respectful relationships

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub theme Including:

Types of bullying

Cyberbullying

Impact of bullvina

Bystander intervention

Help for bullying victims

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

STATUTORY GUIDANCE

Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

STATUTORY GUIDANCE internet safety and

Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

- L3 Outline the 4 main British values, where did they come from, why are they so important to our society?
- L4 What is a precious liberty links to British values

Protection of your rights sand rights of others- "the right to believe, act and express oneself freely"

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Know the importance of respecting others, even when they are very different from them (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.

Sub theme include:

Respecting difference - Explain the harm caused by 'cancel culture' and the importance of freedom of speech and freedom of association to a tolerant hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

L3 84 99 How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

L4 84 99 Physical Health and fitness

The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio- vascular ill-health about the science relating to blood, organ and stem cell donation.

L5 Physical health and mental wellbeing: Secondary

86 97 Mental health - how to talk about their emotions accurately and sensitively, using appropriate vocabulary. That happiness is linked to being connected to others. How to recognise the early signs of mental wellbeing concerns. Common types of mental ill health (e.g. anxiety and depression).

L6 17 The school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

L7 NC CIT 2013

The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

Link to year 7 term 1 business-using computers safely, effectively and responsibility

Link to year 7 term 5 french-my routine

STATUTORY GUIDANCE — Mental Wellbeing

Know the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes included:

Talking about emotions

L1.the development of the political system of democratic government in the United Kingdom,

- L2 including the roles of citizens, Parliament and the monarch
- L3 the operation of Parliament, including voting and elections,
- L4, the role of political parties
- L5 the role of local government
- L6 the roles of citizens

Link to year 7 history term 6 -Britain's Empire

Link to year 7 art term 3-painting

Link to term 4 drama-Private Peaceful

Link to year 7 english term 1history of English

Link to Year 7 English term 2- intro to Dickensian characters

Link to Year 7 English term 4-Ruby in the smoke

82 The law

L6 L1 79 102 criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)

L6 79 102 hate crime violence and exploitation by gangs.

Link to year 7 term 5 science - ecosystems

Link to year 7 term 4 french-my local area

Link to year 7 term 5 -sculpture

Link to year 7 drama term 2-Harry
Potter and the Cursed Child

Link to year 7 Design and technology project

STATUTORY GUIDANCE Drugs Alcohol and tobacco

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes included

Drua risks awareness

Health risks of illegal drugs

Illegal drugs and the law

Illegal drugs and mental health

Drugs, crime and illegal gangs

Wider impact of illegal drugs

Impact of drug convictions

101 The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions

Know the law relating to the supply and possession of illegal substances.

Know the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.

L2 101 The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. Awareness of the dangers of drugs which are prescribed but still present serious health risks. The risks and facts about the risks of smoking/Alcohol.

Link to year 7 drama term 2-Harry Potter and the Cursed Child

Link to year 7 term 3 drama-melodrama

Link to year 7 drama term 6-Matilda

Link to year 7

Football/handball/hockey/netball

Link to year 7 english term 1-history of Enalish

STATUTORY GUIDANCE – Respectful relationships

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes included:

Positive and healthy friendships

Respect

Respecting difference

Conflict and reconciliation

Ending relationships

Stereotypes damage individuals/encourage prejudice

Respect and tolerance

Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

STATUTORY GUIDANCE

Know practical steps they can take in a range of different contexts to improve or support respectful relationships.

L2 Prejudice and stereotypes – Respect.

STATUTORY GUIDANCE – Respectful relationships

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes included:

Stereotypes damage individuals/encourage prejudice

Respect and tolerance

Respecting difference

The Equality Act 2010

Know how stereotypes, in particular stereotypes based on sex, gender, race,

and free society. Censorship and 'no platforming' are harmful and damaging.

Respect and tolerance

L5 Equality act 2010 – why is this so important – links to British values, law, liberty, respect.

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes include:

Stereotypes damage individuals/encourage prejudice

Respect and tolerance

The Equality Act 2010

Know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

STATUTORY GUIDANCE

Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

L6 - Human Rights Day - links to cit ks4

L7the roles played by public institutions and voluntary groups in society, the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

Happiness and personal connection

Common types of mental ill health

Understanding anxiety

Critically evaluate mental wellbeing

Build on positive wellbeing factors

L2 97Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist

STATUTORY GUIDANCE Health and prevention

Know about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

Know about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

Know the facts and science relating to immunisation and vaccination.

STATUTORY GUIDANCE - Health and Prevention

Sub themes:

Personal hygiene

Bacterial infections

Antibiotic resistance

L3 84 99 How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

STATUTORY GUIDANCE Health and prevention

Know about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Dental health

Tooth decay and gum disease

Preventing plaque build up

Flossing and interdental cleaning

STATUTORY GUIDANCE Drugs Alcohol and tobacco

Sub themes included:

About drugs

medicines (prescribed and 'over the counter')

legal drugs that are not medicines (e.g. alcohol, tobacco, caffeine)

substances that are misused as drugs

Substance misuse

Dangers of 'self-medication'

Travel abroad and drugs

Prescription drugs risks

Addiction

Consequences of addiction

Know the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.

Know the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood

Know the physical and psychological consequences of addiction, including alcohol dependency.

L3 101 The law relating to the supply and possession of illegal substances.

101- This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions

STATUTORY GUIDANCE Drugs Alcohol and tobacco

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes included

About drugs

illegal drugs

Health risks of illegal drugs

Drug risks awareness

Illegal drugs and mental health

Illegal drugs and the law

religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

Know the importance of respecting others, even when they are very different from them (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.

Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

L3 Different types of Bullying, (inclu cyberbullying.

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub theme Including:

Types of bullying

Cyberbullying

Impact of bullying

Bystander intervention

Help for bullying victims

STATUTORY GUIDANCE – respectful

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

L3/I5 80

STATUTORY GUIDANCE Online & Media

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes included:

OPPORTUNITIES AND RESPONSIBILITIES

	Sugar and dental health	Know the law relating to the supply	Opportunities online
		and possession of illegal substances	
	The immune system		<u>Digital citizenship</u>
	Vaccinations	Know the facts about legal and illegal	<u>Digital footprint</u>
		drugs and their associated risks,	
		including the link between drug use,	Rules about online behaviour
		and the associated risks, including the	
		link to serious mental health conditions.	RISKS ONLINE
		illik 10 serious meniai neaim conamons.	
	L4 84 99 Physical Health and fitness	Know the law relating to the supply	Online risks
		and possession of illegal substances.	
	The positive associations between	and possession of megal substances.	How data is generated and used
	physical activity and promotion of mental	L4 the functions and uses of money, the	
	wellbeing, including as an approach to	importance and practice of budgeting,	Sharing material online
	combat stress. The characteristics and	and managing risk	
	evidence of what constitutes a healthy	and managing risk	Removing material online
	lifestyle, maintaining a healthy weight,	L5 NC CIT 2013	
	including the links between an inactive	15 NC CI1 2013	Risks of unknown people online
	lifestyle and ill health, including cancer	the roles played by public institutions	
	and cardio- vascular ill-health about the	and voluntary groups in society, and	HARMFUL CONTENT
	science relating to blood, organ and stem		
	cell donation.	the ways in which citizens work	Impacts of viewing harmful content
	con donunion.	together to improve their communities,	Demography and d. J.
	STATUTORY GUIDANCE - Mental	including opportunities to participate	Pornography and the law
	Wellbeing	in school-based activities.	Indepent income of skiller
	Know the benefits and importance of	00.71 - 1	Indecent images of children
	•	82 The law	SUPPORT AND REPORTING
	physical exercise, time outdoors,	14 11 70 100	JULIONI AND REPORTING
	community participation and voluntary and service-based activities on mental	L6 L1 79 102 criminal exploitation (for	Strategies to manage online issues
		example, through gang involvement or	Strategies to manage online issues
	wellbeing and happiness.	'county lines' drugs operations)	Right to ask for help
		L6 79 102 hate crime violence and	Mg/m 10 date 101 Holp
		exploitation by gangs.	When to get support
	L5 Physical health and mental	exploitation by garigs.	
	wellbeing: Secondary	STATUTORY GUIDANCE RESPECTFUL	Where to get support
	Wellbellig. Secondary	RELATIONSHIPS	
	86 97 Mental health - how to talk about	Know that some types of behaviour	Reporting content/conduct
	their emotions accurately and sensitively,	within relationships are criminal,	
	using appropriate vocabulary. That	including violent behaviour and	online risks: not to provide material to others
	happiness is linked to being connected to		that they would not want shared further and
	others. How to recognise the early signs	coercive control.	not to share personal material which is sent
	of mental wellbeing concerns. Common		to them.
	types of mental ill health (e.g. anxiety		
	and depression).		what to do and where to get support to
	and depression).		report material or manage issues online.
	STATUTORY GUIDANCE - Mental		
	Wellbeing		STATUTORY GUIDANCE
	Trembeing		Know their rights, responsibilities and
			opportunities online, including that the same
			expectations of behaviour apply in all
	Know how to talk about their emotions		contexts, including online.
	accurately and sensitively, using		
	appropriate vocabulary.		
	appropriate reasons in		Know about online risks, including that any
	Know that happiness is linked to being		material someone provides to another has
	connected to others.		the potential to be shared online and the
			difficulty of removing potentially
	Know how to recognise the early signs		compromising material placed online.
	of mental wellbeing concerns.		
	Know common types of mental ill		Know how information and data is
	health (e.g. anxiety and depression).		generated, collected, shared and used
			<mark>online.</mark>
	Know how to critically evaluate when		
	something they do or are involved in		Know not to provide material to others that
			the control of the co
	has a positive or negative effect on		they would not want shared further and not
			to share personal material which is sent to
	has a positive or negative effect on		
	has a positive or negative effect on		to share personal material which is sent to them.
	has a positive or negative effect on their own or others' mental health. Schools should continue to develop knowledge on topics specified for		to share personal material which is sent to them. Know what to do and where to get support
	has a positive or negative effect on their own or others' mental health. Schools should continue to develop knowledge on topics specified for primary as required and in addition		to share personal material which is sent to them.
	has a positive or negative effect on their own or others' mental health. Schools should continue to develop knowledge on topics specified for		to share personal material which is sent to them. Know what to do and where to get support
	has a positive or negative effect on their own or others' mental health. Schools should continue to develop knowledge on topics specified for primary as required and in addition		to share personal material which is sent to them. Know what to do and where to get support
	has a positive or negative effect on their own or others' mental health. Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of		to share personal material which is sent to them. Know what to do and where to get support
	has a positive or negative effect on their own or others' mental health. Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of		to share personal material which is sent to them. Know what to do and where to get support

	Talking about emotions			L4 Intimate and sexual relationships,
	Happiness and personal connection			including sexual health
				78 that there are a range of strategies for
	Common types of mental ill health			identifying and managing sexual pressure, including understanding peer pressure,
	<u>Understanding anxiety</u>			resisting pressure and not pressurising others.
	Critically evaluate mental wellbeing			STATUTORY GUIDANCE - Respectful
	Build on positive wellbeing factors			relationships
	Some sin positive membering reactive			Schools should continue to develop
				knowledge on topics specified for primary as required and in addition cover the
	L6 17 The school may have a particularly important role in being a place of			following content by the end of secondary
	consistency and safety where they can			Sub themes included:
	easily speak to trusted adults, report problems and find support.			
	problems and find support.			Boundaries, privacy, consent
				Conflict and reconciliation
	L7 NC CIT 2013			<u>Criminal behaviour –</u>
	The roles played by public institutions			sexual assault
	and voluntary groups in society, and the ways in which citizens work together to			stalking and harassment
	improve their communities, including			
	opportunities to participate in school- based activities			coercive and/or controlling behaviour
	STATUTORY GUIDANCE - Mental			<u>blackmail</u>
	Wellbeing			Sexual Violence
	Know the benefits and importance of physical exercise, time outdoors,			Sextual harassment
	community participation and voluntary			STATUTORY GUIDANCE - Sexual Health
	and service-based activities on mental wellbeing and happiness.			
	l monteming and mapping and			Know that there are a range of strategies for identifying and managing sexual
				pressure, including understanding peer
				pressure, resisting pressure and not pressurising others.
				Sexual relationships and sexual health
				Healthy intimate relationships
				Diversity of intimate relationships
				Good communication
				Sex in intimate relationships
				Choosing to not to have sex
				Intimacy without sex
				When relationships end
				Sexual consent and the law
				UK legal age of consent
				Freedom and capacity to consent
				When consent is not possible
				Checking for consent
				People in a position of trust
				Identifying and managing sexual pressure

					Sources of sexual pressure
					Recognising sexual pressure
					Managing sexual pressure
					Not pressuring others
					L6 88/89. 97/98 Changing adolescent
					body
					key facts about puberty, the changing adolescent body and menstrual wellbeing.
					the main changes which take place in males and females, and the implications for
					emotional and physical health.
					STATUTORY GUIDANCE —changing adolescent body
					Schools should continue to develop knowledge on topics specified for primary
					as required and in addition cover the following content by the end of secondary
					Sub themes:
					The brain during puberty
					Managing emotions and behaviour
					Managing sexual attraction
					Diversity of developing bodies
					Hygiene during puberty
					Menstrual wellbeing
					Know the main changes which take place in males and females, and the implications for emotional and physical health.
					Know the key facts about puberty, the changing adolescent body and menstrual wellbeing.
					STATUTORY GUIDANCE - Health and Prevention
					Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary
					Sub themes:
					Personal hygiene

At the end of this topic students will be able to: At the end of this topic students will be able to: At the end of this topic students will be At the end of this topic At the end of this topic students will At the end of this topic Intende be able to: able to: 1. Develop their knowledge of Careers and their future options. Students will be able to: Students will be able to: Students will be able to: 1. Develop their understanding of the 1. Learn about the differences Impact 2. Develop their understanding of a personalised Careers 1. Demonstrate an understanding of the protected 1. Demonstrate an understanding of 1. Understand what a positive relationship importance of maintaining good health between legal and illegal substances. characteristics of the Equality Act 2010 Pathway and routes. the political system. and diet. 2. Understand how these topics 3. Develop their understanding of how to prepare for their 2. Demonstrate an understanding of the British 2. Demonstrate an understanding of 2. Understand how to be safe online. 2. Explore and evaluate what the term covered can have negative impact on next future Careers route. values, the importance of embracing differences, their role within the political system 'wellbeing' means. physical and emotional wellbeing and 3. Understand the negative effects of tolerance and respecting others. and community, at national and health. bullying and the importance of respecting Students will be able to do this by: 3. Develop an understanding around local levels. 3. Learn about the laws surrounding inclusion. everybody. factors which can impact on mental 3. Understand about the law 1. Identifying possible career interests. diversity and equality (Equality Act 2010) 3. Learn about why we value our health and wellbeing. regarding illegal substances. Students will be able to do this by: democracy as well as its 2. Demonstrating an understanding of the world of work. Students will be able to do this by: 4.Develop an understanding of the importance. 1. Creating a step by step guide, how to be law relating to the key topics covered. 3. identifying the skills that they will need to develop for their Students will be able to do this by: safe online. 1. Promoting a healthy lifestyle within Students will be able to do this by: futures. the wider community and support Students will be able to do this by: 1. Creating kindness notes, information leaflets or 2. Demonstrating acts of kindness and 1. Creating a campaign speech others to do so. 4. Demonstrating their understanding of the protected posters to evidence learning. respect in school. 1. Evidencing their knowledge and outlining your intentions. characteristics of the Equality Act 2010. 2. Becoming involved with wellbeing understanding on the key issues 2. Apply their knowledge and understanding whilst 3. Supporting others, ensuring that they 2. Forming ideas and policies that events and charity events at school or covered. developing skills to: know where to go for support regarding represent your beliefs. within the wider community. these subjects. 2. Evaluating why some people Research and interrogate evidence, 3. Present reasoned and informed 3. Creating an image of what is meant by misuse illegal substances and how judgments supporting your a 'healthy lifestyle'. this can impact on others. Debate and evaluate viewpoints, campaign aims. 3. Promoting healthy lifestyle, Present reasoned arguments healthy choices, (including being 3. Take informed action, actively making a positive safe), by getting involved in relevant

character and culture opportunities.

	Term 1 Careers	Term 2 Values & Culture	Term 3 Taking Care of Myself	Term 4 Democratic Britain	Term 5 Community Issues	Term 6 Relationships & Me
KS3	Week 1-7 Sept-Oct	eek 1-7	eek 1-7 an-Feb	eek 1-6 Aar-Apr	sek 1 – 5 pr-May	X
		\$ Z	\$ -	\$ <	3 4	N Wee
Year 8	ying my skills hey work aracteristics	d Word d Word al Respect to the second of	ages what is it?	What's the ind spend se & tribunals)	nty lines)	menstruation) and families
	vork tions & how t	ntro - Diversither - Diversither - One Kinn Values - Demonstrate - Demonstrate - Clober - Glober - Glo	e - sexting/im self-esteem and e- safety - llying on line and health d goals for th	and make laws?	the law (count ubstances and cigarette	bips (LGBT+)
	Silton School Valu Sicting world of v Different Organisa Career routes Self-Awareness & equality Act 2010	Culture I Culture I I I I I I I I I I I I I I I I I I I	Staying safe online-Social media and sel Online grooming an Cyber bullying/bully Emotional well-bein	do Parliame at the Measure do the Gove go and Politic outure of rule Justice syster	rugs – definitions rugs – risks and i ohol and Legal s sing, e-cigarettes fe crime/hate cri rice Leaflet – cha	y changes and Py image and sel y image and sel octivit Relations oduction to constant and Review and Review
	Experiences & Encounters inc. GroFar & The Big Debate	Experiences & Encounters inc. GroFar & The Big Debate	Experiences & Encounters inc. GroFar & The Big Debate	Experiences & Encounters inc.	A A A A A A A A A A A A A A A A A A A	Experiences & Encounters inc. GroFar & The Big Debate

contribution to the school and within the wider

community. Opportunities through Tier 2 events.

Ass	ess	MS Forms Assessment					
me	nt	Closed question assessment					
		Student voice					

Links to Curricul um

Citizenship NC. LORIC principles and enterprise.

C&C Whole school Values

British Values: Developing their understanding of fundament

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Secondary - (relationship education, RSE & health education) 2019

how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)

Respectful relationships, including friendships

the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

74 Secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence, self-awareness

Our stable careers programme includes:

- Character Education
- Self-Awareness and Development
- Career Exploration
- Raising Career Aspirations & Career Management
- Support with researching and applying for GCSE, Post 16 and Post 18 options (Further Education, Higher Education, Apprenticeships and Employment Opportunities)
- Employability Skills (CV, Mock Interview & Work experience)
- Useful career related websites

Link to art Year 8 term 1 -painting

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as Citizenship NC creating open-minded and tolerant individuals, who want to make a positive contribution to society.

British Values: Inclusion, diversity and equality.

C&C Whole school Values

British Values: Developing their understanding o

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citizens who contribute positive to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

November 12th-16th – National Anti-Bullying Week

December 10th - Human Rights Day

Nc CIT KS3 2013

L1/3/5 understand the nature of rules and laws (Equality act 2010, British values – SMSC 2014).

L2 Ant - bullying week

L3 Respect and tolerance of those of different faiths and beliefs and for those without faith — links to SACRE, British Values

diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding **ks4 Cit**

L4 an understanding of democratic Britain, our government. British Value. What does it mean and what is the leadership value, how does this create a positive culture? SMSC 2014

L5 the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities

L6, including opportunities to participate in schoolbased activities CIT KS3 – links to sustainably, how can we apply these values in our school community?

(waste management: reduce, reuse, recycle)

Link to history Year 8 term 1-Empire and Germany

Link to history year 8 impact of WW1 term 2impact of WW1

Link to history year 8 term 3-ww2

Link to music year 8 term 1 — Introduction to

Link to music year 8 term 3-12 bars blues

Link to music year 8 term 4- minimalization

Link to music year 8 term 5-African drumming

Link to music year 8 term 6-Carnival and the animals

RSHE (2019)

Citizenship NC

C&C Whole school Values

British Values: Developing their understanding of fundamental Britis

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Secondary - (relationship education, RSE & health education) 2019

L1 82, 102 The law Sexting

How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

The impact of viewing harmful content. That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

L2 9. 80 102

More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminatingly.

Internet safety and harms.

How people may curate a specific image of their life online, over-reliance on online relationships including social media.

L3 79 Being safe

The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be

Citizenship NC – developing understanding of political knowledg

C&C Whole school Values

British Values: Developing their understanding of fundamental Bri

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citizen who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Nc CIT KS3 2013

L1 the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch

L2/I3 the operation of Parliament, including voting and elections, and the role of political parties

L4 the nature of rules and law

(including civil and criminal law of England)

L5 the justice system.

L6 the role of the police and the operation of courts and tribunals

Link to history Year 8 term 1-Empire and Germany

Link to history year 8 impact of WW1 term 2-impact of WW1

Link to history year 8 term 3-ww2

Link to history year 8 term 5-cold war and modern me

Link to art year 8 term 3-cubism

Link to art year 8 term 5 and 6perspective

Link to year 8 music term 2-four chord songs

Link to English year 8 term 1-Refugee boy

Link to English Year 8 term 3-poetry from other cultures RSHE (2019)

Citizenship NC and the law

C&C Whole school Values

British Values: Developing their understanding of fundamental British

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citize who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Secondary - (relationship education, RSE & health education) 2019

97. Physical health and mental wellbeing: Secondary

Drugs, Alcohol and tobacco.

82 The law -Substance abuse

L1 101 the facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions.

82 The law

L2 101 criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) including the link between drug use, and the associated risks, the law relating to the supply and possession of illegal substances.

L3 101 the physical and psychological consequences of addiction, including alcohol dependency. Awareness of the dangers of drugs which are prescribed but still present serious health risks.

L4 101 the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

L5 82. 76 The law

violence and exploitation by gangs,

Nc CIT KS3 2013

the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals

L6 Nc CIT KS3 2013

the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities RSHE (2019)

Science NC - menstruation and pubert

C&C Whole school Values

itish Values: Developing their derstanding of fundamental British

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible respectful, active citizens who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Secondary - (relationship education, RSE & health education) 2019

L1 88.89 Changing adolescent body

key facts about puberty, the changing adolescent body and menstrual wellbeing.

the main changes which take place in males and females, and the implications for emotional and physical health.

L2 70 - It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

80. Internet safety and harms

including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)

I3 36,37 75 LGBT/Gender Identity

we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

75.Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an ageappropriate and inclusive way.

59. Families of many forms provide a nurturing environment for children. (Families can include for example. LGBT

L4 78. 82 the Law - Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not,

Respectful relationships, including friendships – consent.

78. Being Safe - consent

Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and

defined in the Equality Act 2010) and that everyone is unique

74 Secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence, self-awareness

Link to English year 8 term 1- Refugee boy

Link to English year 8 term 2-transactional writing

Link to English Year 8 term 3-poetry from other cultures

Link to English year 8-greek mythology

Link to English year 8- merchant of venice

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Know that in school and in wider society they can expect to be treated with respect by others. and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

11/3/5 understand the nature of rules and laws (Equality act 2010, British values - SMSC 2014).

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes include:

The Equality Act 2010

Stereotypes damage individuals/encourage prejudice

L2 Anti- bullying week unite against bulling.

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub theme Including:

Types of bullying

Cyberbullying

Impact of bullying

Bystander intervention

Help for bullying victims

STATUTORY GUIDANCE RESPECTFUL **RELATIONSHIPS**

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

STATUTORY GUIDANCE

Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

STATUTORY GUIDANCE internet safety and

Know how to identify harmful behaviours online

withdrawn (in all contexts, including online).

L4 - E-safety 80, 81

Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. how information and data is generated, collected, shared and used online.

Physical health and mental wellbeing: Secondary

102 Internet safety and harms

over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.

L5 81 how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

Respectful relationships including friendships- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

L6 99The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

L7 enables young people to mature, build their confidence and self-esteem

73 Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect.

74. As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and nersevering with tasks as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of selfrespect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active

including opportunities to participate in school-based activities

Secondary - (relationship education, RSE & health education) 2019

97. Physical health and mental wellbeing: Secondary

83.86 It should enable them to recognise what is normal and what is an issue in themselves and others and when issues arise, know how to seek support as early as possible from appropriate sources.

Link to science year 8 term 1 -Earth and atmosphere

Link to science year 8-term 4 global warming

Link to Spanish Year 8 (recovery curriculum) term 6-describe your town and village

L1 101 STATUTORY GUIDANCE Drugs Alcohol and tobacco

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes included:

About druas

medicines (prescribed and 'over the counter')

legal drugs that are not medicines (e.g. alcohol, tobacco, caffeine)

illeaal druas

substances that are misused as druas

illeaal drua

Illegal drugs and the law

Substance misuse

Health risks of illegal drugs

the facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions.

82 The law

L2 101 criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) including the link between drug use, and the associated risks, the law relating to the supply and possession of illegal substances

STATUTORY GUIDANCE -DRUGS Know the law relating to the supply and possession of illegal substances hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around preanancy.

72 73 L5 Families -that there are different types of committed, stable relationships.

how these relationships might contribute to human happiness and their importance for bringing up children.

the characteristics and legal status of other types of long-term relationships.

the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.

Marriage, what is marriage, why marriage is an important relationship choice for many couples and must be freely entered

L6 Intimate and sexual relationships. including sexual health - STI

70 71 how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. How to get further advices

Link to science year 8 term 2 -food and diaestion

Link to science -term 3 exercise

Link to science-term 5 forces and movement

football/handball/hockey/netball

Link to English year 8 term 2transactional writing

Link to English year 8 term 2transactional writing

STATUTORY GUIDANCE -changing adolescent body

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes:

The brain during puberty

Managing emotions and behaviour

Managing sexual attraction

Diversity of developing bodies

Hygiene during puberty

Menstrual wellbeina

(including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

L3 Respect and tolerance of those of different faiths and beliefs and for those without faith – links to **SACRE**

diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding **ks4 Cit**

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Sub theme include:

Respecting difference - Explain the harm caused by 'cancel culture' and the importance of freedom of speech and freedom of association to a tolerant and free society. Censorship and 'no platforming' are harmful and damaging.

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Respect and tolerance

Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

L4 an understanding of democratic Britain, our government. British Value. What does it mean and what is the leadership value, how does this create a positive culture? **SMSC 2014**

L5

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes include:

 $\frac{\textbf{Stereotypes damage individuals/encourage}}{\textbf{prejudice}}$

Respect and tolerance

The Equality Act 2010

Know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

L6 the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities

citizenship and voluntary service to others locally or more widely.

85. It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

100. Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus

NC CIT 2013

the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

Link to French year 8 term 3-my daily routine

Link to English year 8 term 2-transactional writing

Link to English year 8greek mythology

STATUTORY GUIDANCE- Online & Media
Know the impact of viewing harmful content

Know that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

Know that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

Know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes included:

Drug risks awareness

illegal drug

Illegal drugs and the law

Travel abroad and drugs

Impact of drug convictions

Wider impact of illegal drugs

Drugs, crime and illegal gangs

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

L3 101 the physical and psychological consequences of addiction, including alcohol dependency. Awareness of the dangers of drugs which are prescribed but still present serious health risks.

STATUTORY GUIDANCE – DRUGS/ALCOHOL

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes to include:

Short-term health risks of alcohol

Long-term health risks of alcohol

Psychological risks of alcohol

Brain development and alcohol

Lower risk alcohol consumption

Substance use and functioning

The 'drink drive' limit

Short-term health risks of alcohol Know the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.

Know the physical and psychological consequences of addiction, including alcohol dependency.

L4 101

STATUTORY GUIDANCE Drugs Alcohol and tobacco

Schools should continue to develop knowledge on topics specified for

Know the main changes which take place in males and females, and the implications for emotional and physical health.

Know the key facts about puberty, the changing adolescent body and menstrual wellbeing

STATUTORY GUIDANCE - Health and Prevention

Sub themes:

Personal hygiene

L2 70 - It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual

80. Internet safety and harms

including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)

STATUTORY GUIDANCE – Internet safety

Know the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media.

Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

STATUTORY GUIDANCE internet safety and harms

Sub themes

<u>Unhealthy comparisons</u>

Body image

Social media and reality

Over-relying on online relationships

Accessing support

Identifying harmful behaviours

When to get support

13 36,37 75 LGBT/Gender Identity

we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

Secondary schools should include LGBT content.

When doing so, schools should ensure:

Put Marking sequentials and control of the control	 		 	
The time of compayment and foliation and the compayment of the com				
the definition of the control of the				
Second and active or excellent between the excellent of the control of the contro	4 r now we can apply these to our school community	issues online.	of secondary	study (not one-off federing)
Record Annual Contract of Cont	, ,		Sub themes included:	
Workey or reading specified for any count of factoring counts of f	rease, recycle)	Schools should continue to develop	Harms from tobacco	
Section of the following control by the self- all and married and the section of the self- control of the section of the secti				
Management and an account and			Smoking risks and dangers	·
Secretary Condesses Control Secretary Condesses Control Secretary Condesses Control Secretary Condesses Control Control Control Control Control Control Control Control			Stopping smoking	
Side from an adulated. General contract of the contract of th		of secondary	оторринд этгокинд	•
Section of the control of the contro		STATUTORY GUIDANCE - Online &	Benefits of stopping smoking	Tollowing content by the end of secondary
Sub-finance advantages OPPORTMENTAGE NO ESPECHBILIES Concentration untils Control discretic Control disc				MARIAN MA
COPPORTINGES AND ASSESSMENT SERVICES AND ASSESSMENT AS ASS		Sub themes included:	DRUGS/ALCOHOL the facts about the	
Discussments offices Disput forecasts Disput f		OPPORTUNITIES AND RESPONSIBILITIES		knowledge on topics specified for primary
Digital biolegania (a) Digital biolegania (b)		Opportunities online	the benefits of quitting and how to	•
Content content on the behaviour Files denies behavio		<u>Digital citizenship</u>	Know the physical and psychological	Sub themes included
Design class of the behaviour of the control of the		Digital footprint		
ADDITIONS OF THE PROPERTY OF T		Rules about online behaviour	L5 82. 76 The law	
Conflict and recombination and control states are stated as a state of animona accordance and state and states are stated as a state of animona accordance and states are stated as a state of animona accordance and states are stated as a state of animona accordance and states are stated as a state of animona accordance and states are stated as a state of animona accordance and states are stated as a state of animona accordance and states are stated as a state of animona accordance and states are stated as a state of animona accordance and states are stated as a state of a state		RISKS ONLINE	violence and exploitation by gangs,	
the data is conserved and sated Substage manufactular allian Removing manufactular allian Remove and the street certain. Substage and the street certain. Remove and the street certain c		Online risks	. , , , , , ,	
Source material analyse Remoting material analyse Remoting material policy Remoting material pol		How data is generated and used		
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75. Pupils should be taught the facts and				
		STATUTOR I COIDANCE		

Internet safety and harms.

Know the similarities and differences between the online world and the physical world.

Know the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media.

L3 79 Being safe

The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

STATUTORY GUIDANCE

Internet safety and harms.

Know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including init.

Know what to do and where to get support to report material or manage issues online.

L4 - E-safety 80, 81

Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. how information and data is generated, collected, shared and used online.

Physical health and mental wellbeing: Secondary

102 Internet safety and harms

over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.

Teacher reference Frank A-Z of drugs. (Do not refer students to website)

the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

Secondary - (relationship education, RSE & health education) 2019

97. Physical health and mental wellbeing: Secondary

83.86 It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

STATUTORY GUIDANCE WELLBEING Know the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. and gender identity in an ageappropriate and inclusive way.

59. Families of many forms provide a nurturing environment for children. (Families can include for example, LGBT)

L4 78. 82 the Law - Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not.

Respectful relationships, including friendships - consent.

78. Being Safe - consent

Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

STATUTORY GUIDANCE – Respectful relationships

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes included:

Boundaries, privacy, consent

Conflict and reconciliation

<u>Criminal behaviour –</u>

sexual assault

stalking and harassment

coercive and/or controlling behaviour

blackmail

Sexual Violence

Sextual harassment

Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship

Know that some types of behaviour within

	STATUTORY CHIRANICE OU		
	STATUTORY GUIDANCE Onli Media	ne &	relationships are criminal, including violent behaviour and coercive control.
	Know about online risks, inclu		Know what constitutes sexual harassment
	that any material someone pranother has the potential to be	ovides to e shared	and sexual violence and why these are always unacceptable.
	online and the difficulty of rer	noving	
	potentially compromising mat placed online.	eriai	
	Know their rights, responsibili	ities and	STATUTORY GUIDANCE Sexual relationships and sexual health
	opportunities online, including same expectations of behavio	g that the	Sexual relationships and sexual health
	in all contexts, including onlin		Healthy intimate relationships
	Schools should continue to deve		Diversity of intimate relationships
	knowledge on topics specified primary as required and in add	dition	Good communication
	cover the following content by to of secondary	the end	Sex in intimate relationships
	STATUTORY GUIDANCE – Onli	no 8	
	Media		Choosing to not to have sex
	Sub themes included:		Intimacy without sex
	OPPORTUNITIES AND RESPON	SIBILITIES	When relationships end
	Opportunities online		
	<u>Digital citizenship</u>		Sexual consent and the law
	<u>Digital footprint</u>		UK legal age of consent
	Rules about online behaviour		Freedom and capacity to consent
	RISKS ONLINE		When consent is not possible
	Online risks		Checking for consent
	How data is generated and use	<u>ed</u>	People in a position of trust
	Sharing material online		
	Removing material online		Identifying and managing sexual pressure
	Risks of unknown people online		Sources of sexual pressure
	HARMFUL CONTENT		Recognising sexual pressure
	Impacts of viewing harmful cont	tent	Managing sexual pressure
	Pornography and the law		Not pressuring others
	Indecent images of children		Know that they have a choice to delay sex
	SUPPORT AND REPORTING		or to enjoy intimacy without sex
	Strategies to manage online iss	<u>ues</u>	Know how to recognise the characteristics and positive aspects of healthy one-to-one
	Right to ask for help		intimate relationships, which include mutual respect, consent, loyalty, trust, shared
	When to get support		interests and outlook, sex and friendship.
	Where to get support		Know that there are a range of strategies for identifying and managing sexual
	Reporting content/conduct		pressure, including understanding peer
			pressure, resisting pressure and not pressurising others.
	Online risks		Know that all aspects of health can be
	Know about online risks, inclu		affected by choices they make in sex and relationships, positively or negatively, e.g.
	that any material someone pro another has the potential to be		physical, emotional, mental, sexual and reproductive health and wellbeing.
	online and the difficulty of rer		reproductive fledilif dild wellbellig.

			potentially compromising material placed online			Know how the use of alcohol and drugs can lead to risky sexual behaviour.
			Know how information and data is generated, collected, shared and used			72 73 L5 Families -that there are different types of committed, stable relationships.
			online. Know about online risks, including that any material someone provides to			how these relationships might contribute to human happiness and their importance for bringing up children.
			another has the potential to be shared online and the difficulty of removing potentially compromising material			the characteristics and legal status of other types of long-term relationships.
			placed online. Know not to provide material to others that they would not want shared further and not to share personal			the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
			material which is sent to them. Know what to do and where to get support to report material or manage			Marriage, what is marriage, why marriage is an important relationship choice for many couples and must be freely entered into.
			issues online.			STATUTORY GUIDANCE – respectful relationships
		1	L5 81 how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours			Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary
		ı	Respectful relationships including friendships- about different types of			Sub themes included: <u>Positive and healthy friendships</u>
		i	bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how			Respect
		•	and where to get help. STATUTORY GUIDANCE – respectful			Respecting difference Boundaries, privacy, consent
			relationships			Conflict and reconciliation
			Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary			Ending relationships Stereotypes damage individuals/encourage prejudice
						Respect and tolerance Know the characteristics of positive and healthy friendships (in all contexts,
			Sub theme Including:			including online) including: trust, respect, honesty, kindness, generosity, boundaries,
		2	Types of bullying Cyberbullying			privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-
			Impact of bullying Bystander intervention			sexual) types of relationship. L6 Intimate and sexual relationships,
			Help for bullying victims			including sexual health - STI 70.71 how the different sexually
			Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where			transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing, how to get further
			to get help.			advice STATUTORY GUIDANCE - Sexual Health
			Know about different types of bullying (including cyberbullying), the impact of			Sexually transmitted infections (STIs)
			bullying, responsibilities of bystanders to report bullying and how and where			Sexually transmitted infections
			to get help.			Other ways people get STIs
Links to: PSHE 2010 Guidance - Citizenship Nation						

	L6 99The importance of sufficient good		Understanding 'safer sex
	quality sleep for good health and how		Onderstanding safer sex
	a lack of sleep can affect weight, mood		Impact of STIs
	and ability to learn.		
	STATUTORY GUIDANCE Health and		Most common STIs
	Prevention:		STI help and testing
	Tre termion		271
	Schools should continue to develop		STI treatment
	knowledge on topics specified for		Contraception and sexual health advice
	primary as required and in addition cover the following content by the end		
	of secondary		Right to sexual health services
			Contraception
	Sub themes:		Contraceptive choices
			Emergency contraception
	Sleep (amount)		
	Getting good quality sleep		Using condoms
			Condom choice
	Devices and sleep		
	STATUTORY GUIDANCE WELLBEING		Know the facts about reproductive health, including fertility, and the potential impact
	K di i c (C) i di		of lifestyle on fertility for men and women
	Know the importance of sufficient good quality sleep for good health and how		and menopause.
	a lack of sleep can affect weight, mood		Know the facts around pregnancy including
	and ability to learn.		miscarriage.
	Schools should continue to develop		
	knowledge on topics specified for		Know that there are choices in relation to
	primary as required and in addition		pregnancy (with medically and legally accurate, impartial information on all
	cover the following content by the end		options, including keeping the baby,
	of secondary		adoption, abortion and where to get
			further help).
			Know how the different sexually
	Sub themes:		transmitted infections (STIs), including
	Talking about emotions		HIV/AIDs, are transmitted, how risk can be
			reduced through safer sex (including through condom use) and the importance of
	Happiness and personal connection		and facts about testing.
	Common types of mental ill health		
			Know about the prevalence of some STIs,
	<u>Understanding anxiety</u>		the impact they can have on those who contract them and key facts about
	Critically evaluate mental wellbeing		treatment.
	B 11 12 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
	Build on positive wellbeing factors		Know to get further advice, including how
			and where to access confidential sexual and reproductive health advice and
			treatment.
	L7 enables young people to mature,		
	build their confidence and self-esteem		
	73 Pupils should understand the benefits		
	of healthy relationships to their mental		
	wellbeing and self-respect.		
	74. As in primary, secondary		
	Relationships Education can be		
	underpinned by a wider, deliberate		
	cultivation and practice of resilience and		
	character in the individual. These should include character traits such as		
	belief in achieving goals and		
	persevering with tasks, as well as		
	personal attributes such as honesty,		
	integrity, courage, humility, kindness, generosity, trustworthiness and a		
	sense of justice, underpinned by an		
	understanding of the importance of self-		
 -		-	

	respect and self-worth. There are many		
	ways in which secondary schools should		
	support the development of these		
	attributes, for example by providing		
	planned opportunities for young people		
	to undertake social action, active		
	citizenship and voluntary service to		
	chizenship and voluntary service to		
	others locally or more widely.		
	05 11.1		
	85. It is important for schools to promote		
	pupils' self-control and ability to self-		
	regulate, and strategies for doing so.		
	This will enable them to become		
	confident in their ability to achieve well		
	and persevere even when they		
	encounter setbacks or when their goals		
	are distant, and to respond calmly and		
	rationally to setbacks and challenges.		
	ranonany to seizuens una enunenges.		
	100. Pupils should know the contribution		
	that hobbies, interests and participation		
	in their own communities can make to		
	overall wellbeing. They should		
	understand that humans are social		
	beings and that outward-facing activity,		
	especially that with a service focus		
	NC CIT 2013		
	the roles played by public institutions		
	and voluntary groups in society, and the		
	ways in which citizens work together to		
	improve their communities, including		
	opportunities to participate in school-		
	based activities.		
	based activities.		
	STATUTORY GUIDANCE – Mental		
	Wellbeing		
	V 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
	Know how to talk about their		
	emotions accurately and sensitively,		
	using appropriate vocabulary.		
	Know that happiness is linked to		
	being connected to others.		
	Know how to recognise the early		
	signs of mental wellbeing concerns.		
	Know common types of mental ill		
	health (e.g. anxiety and depression).		
	Know how to critically evaluate when		
	something they do or are involved in		
	has a positive or negative effect on		
	their own or others' mental health.		
	men Juni or others mental nealth.		
	Know the benefits and importance of		
	physical exercise, time outdoors,		
	community participation and		
	voluntary and service-based activities		
	on mental wellbeing and happiness		
		1	

Intende d Impact

At the end of this topic, students will be able to:

- 1. Develop their knowledge of Careers and their future options.
- 2. Develop their understanding of a personalised Careers Pathway and routes.
- 3. Develop their understanding of how to prepare for their next future Careers route.

Students will be able to do this by:

- 1. Identifying possible career interests.
- 2. Demonstrating an understanding of the world of work.
- 3. Identifying the skills that they will need to develop for their futures.
- 4. Demonstrating their understanding of the protected characteristics of the Equality Act 2010.

At the end of this topic students will be able to:

- 1. Become more knowledgeable about the Equality Act 2010, understand the importance for promoting respect for the different characteristic as defined by law.
- 2.Become more knowledgeable about the British Values and understand their significance within Democratic Britain.
- 3. Develop an understanding of the importance of becoming a responsible citizen within the school, wider community. Develop an interest in, and (commitment to, participation) in volunteering, as well as other forms of responsible activity.

Students will be able to do this by:

- 1. Participating in student voice opportunities.
- 2. Evidencing learning on key issues and articulating their own well-informed opinions.
- 3. Becoming involved in citizenship whole school/character and culture events or in the wider community.

At the end of this topic students will be able to:

- Develop their knowledge of online dangers and know how to protect themselves when online.
- 2. Learn about different topics relating to e-safety and the law.
- 3. Develop their understanding of where to go for support regarding these topics, as well as the importance of keeping safe and maintaining mental health and wellbeing.

Students will be able to do this by:

- Confidently evidence steps to staying safe online.
- 2. Evidencing knowledge of emotional wellbeing and mental health.
- 3. Promoting staying safe online.

At the end of this topic students will be able to:

- 1. Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.
- 2.Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced.
- 3.Develop an understanding the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.

Students will be able to do this by:

- 1. Participating in student voice opportunities.
- 2. Evidencing learning on key issues and articulating their own well-informed opinions.
- 3.Applying skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments

At the end of this topic students will be able to:

- 1. Deepen their understanding of the law.
- 2. Learn about the negative impacts of drugs within the community and impact of this.
- 3. Develop their understanding of the risks and effects of illegal and legal substance misuse.

Students will be able to do this by:

- 1. Evaluating published literacy and national advice guidelines relating to these topics.
- 2. Forming advice and support guidelines to support others with their understanding of this topic.
- 3. Evidencing learning on key facts covered regarding the law regarding the relevant topics covered.

At the end of this topic

Students will be able to:

- 1. Demonstrate their understanding of physical and mental health and wellbeing.
- 2. Learn about Sexual Health, body changes and relationships.
- 3. Develop their understanding of consent, the law.

Students will be able to do this by:

- 1. Completing a self-assessment, stating their confidence levels regarding topics covered.
- 2. knowing where and who to go to for support and guidance, when they need it.
- 3. Evidencing knowledge and understanding of the key topics taught.

	Term 1		Term 2			Terr			Term 4		Term 5		Term 6
	Careers		Values & Culture		Tak	ring Care	e of Myself		Democratic Britain		Community Issues		Relationships and Me
KS3	Week 1-7 Sept-Oct	HOLIDAY: 1 WEEK	Week 1-7 Nov- Dec	HOLIDAY: 2 WEEKS		Week 1-7	Jan-Feb	HOLIDAY: 1 WEEK	Week 1-6 Mar-Apr	HOLIDAY: 2 WEEKS	Week 1 – 5 Apr-May	HOLIDAY: 1 WEEK	Week 1 – 7 Jun-Jul
Year 9	Career choices Becoming Employable – Skills, Skills, Skills! Self-Awareness – What are your skills, qualities & Values> The Wonderful World of Work Different Organisations and how Personal Pathways Rights & Responsibilities in the workplace		Good citizens & Good Society Anti – bullying How to be financially literate Why Save Making the most of your money Delving into Human Rights	Experiences & Encounters - Visitors	Changing adolescent body	dangers Basic First aid	Health prevention Online safety – include- cyber bullvina Drugs- the affect, risks & dangers and Mental wellbeing		Precious liberties -British Value The rights and responsibilities of citizens Rights of the child – international law Debate & evaluate viewpoints Design your own campaign		Respectful relationships, including friendshins Online and media Being safe -sexual exploitation, Drugs, alcohol and tobacco	ine iaw- exiremism/radicansalion	Relationships values and attitudes Gender identity and different types of sexual relationships. LGBT and transphobia/homophobia Consent – law and when it is not ok to share. Contraception and prevention of STIs Unplanned Pregnancy Mental Health and Wellbeing
	Experiences & Encounters inc. GroFar & The Big Debate, Medical Mavericks Online Presentation		Experiences & Encounters inc. GroFar & The Debate	Big	Experien The Big I		unters inc. GroFar &		Experiences & Encounters inc. GroFar & The Big Debate		Experiences & Encounters inc. GroFar & The Big Debate		Experiences & Encounters inc. GroFar & The Big Debate

Assessm	MS Forms Assessment					
ent	Closed question assessment					
	Student voice					

Links to Curriculu m

Careers/Gatsby Benchmarks 1

RSHE (2019) relationships and positive communication abou feelings and emotions.

C&C Whole school Values

British Values: Developing their understanding of fundamental British values

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Secondary - (relationship education, RSE & health education) 2019

Respectful relationships, including friendships

the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence - self- awareness

Our stable careers programme includes:

- Character Education
- Self-Awareness and Development
- Career Exploration
- Raising Career Aspirations & Career Management
- Support with researching and applying for GCSE, Post 16 and Post 18 options (Further Education, Higher Education, Apprenticeships and Employment Opportunities)
- Employability Skills (CV, Mock Interview & Work experience)
- Useful career related websites

Link Spanish year 9 term 2-My future jobs and careers

Link business studies year 9 term 3 and term 4

Link French year 9 term 5-jobs and ambitions

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence - self- awareness

itizenship NC responsible citizens, who manage leir money well and make sound financial ecisions.

C&C Whole school Values

British Values: Developing their understanding of fundamental British values

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, espectful, active citizens who contribute positive o society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Nc CIT KS3 2013

L1 the roles played by public institutions and voluntary groups in society,

L2 the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

L3/4/5/6 the functions and uses of money, the importance and practice of budgeting, managing

Links to photograpy year 9 terms-1-6 technical book and composition challenge

Link to drama year 9 term 1 -Hamilton the

Link to drama year 9 term 4-Verbatim Theatre

Link to music year 9 term 1 -history of music

Link to music year 9 term 2-music of Africa

Link to music year 9 term 3-jazz and rock and roll

Link to music year 9 term 5 - music and vales

Link to English year 9 term 1-the crucible

Link to English year 9 term 3-poetry: disturbed voices

Link to English year 9 term 4-Sherlock Holmes

Link to English year 9 term 5- Literary Non fiction

Link to English year 9 term 6-values and culture

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Sub theme Including:

Types of bullying

Cyberbullying

Impact of bullying

Bystander intervention

RSHE (2019) Physical health and mental wellbeing: Secondary

C&C Whole school Values

British Values: Developing their understanding of fundamental British values

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible respectful, active citizens who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Secondary - (relationship education, RSE & health education) 2019

97. Physical health and mental wellbeing: Secondary

L1Changing adolescent body

97understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively.

L2. Healthy eating 99

maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

L3/4 Basic first aid 100

NC CIT 2013

the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.

97. Physical health and mental wellbeing: Secondary

L3 basic treatment for common injuries. Life-saving skills, including how to administer CPR.15the purpose of defibrillators and when one might be needed.

L4 -personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

Dental health, (late secondary) the benefits of regular self-examination and screening. Immunisation and vaccination. Good quality sleep for good health

L5. Internet safety and harms

80 81 how to identify harmful behaviours online (including bullying, abuse or

Citizenship NC – developing understanding of political knowledge and understanding of the law.
Citizenship NC creating responsible citizens, who want to make a positive

contribution to society.

C&C Whole school Values

British Values: Developing their understanding of fundamental British

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citize who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Nc CIT KS3 2013

L1Develop pupils' understanding of democracy, government (and beyond ks4 link)

L2 the precious liberties enjoyed by the citizens of the United Kingdom.

L3 the rights and responsibilities of citizens., debate and evaluate viewpoints, present reasoned arguments and take informed action.

L4 Human rights and international law. ks4 link

L5 Debate and evaluate viewpoints, present reasoned arguments. (Youth parliament campaigns)

(Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence)

L6 Take informed action.

Link history year 9 term 1 and 2 - migration

Link to history year 9 c and p 3,4,5 and 6

Link to drama year 9 term 1 -Hamilton the Musical

Link to drama year 9 term 4-Verbatim Theatre

Link to English year 9 term 5-Literary Non fiction RSHE (2019) healthy lifestyle and

Citizenship N

C&C Whole school Values

British Values: Developing their understanding of fundamental Britis

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citizen: who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Secondary - (relationship education, RSE & health education) 2019'

L1/2 69. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

L3 80, 81 Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online.

L4 78. 79. Pupils should be well informed about the full range of perspectives and, within the law.

L5.101 Drugs, Alcohol and tobacco.

82 The law

Substance abuse

the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. The physical and psychological consequences of addiction.

L6 82. The law

extremism/radicalisation

Nc CIT KS3 2013

the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.

Link Spanish year 9 term 3-healthy lifestyle

Link to Spanish year 9 term 4-a balanced diet

RSHE (2019) — sexual health and prevention, LGBT+ and diversity. SACRE — developing tolerance and teaching around attitudes to different people esp. LGBT+

C&C Whole school Values

British Values: Developing their understandin

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in

Secondary - (relationship education, RSE & health education) 2019

L1 Respectful relationships, including friendships

 $\bf 69$ The characteristics of positive relationships in all context.

that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

what constitutes sexual harassment and sexual violence and why these are always unacceptable.

L2 31 75. Equality - Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

L3 36.37. 75 LGBT – Equality Act 2010. Protected characteristics.

82 RSE 2019 on sexuality

Intimate and sexual relationships, including sexual health – STI

L4 – 70 Consent – The definition -that they have a choice to delay sex or to enjoy intimacy without sex.

L5 71 the facts about the full range of contraceptive choices, efficacy and options available.

L5 73 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.

about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. How the use of alcohol and drugs can lead to risky sexual behaviour. Support and Advice. Help for bullying victims

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

STATUTORY GUIDANCE

Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

STATUTORY GUIDANCE internet safety and

Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

L3/4/5/6 the functions and uses of money, the importance and practice of budgeting, managing risk. CIT KS3

harassment) and how to report, or find support, if they have been affected by those behaviours.

Their rights, responsibilities and opportunities- behaviour online.

about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

- L6. Drugs the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. The physical and psychological consequences of addiction, including alcohol dependency. An awareness of the dangers of drugs which are prescribed but still present serious health risks.
- 101. Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions.

L7 Mental wellbeing

103. Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.

how to recognise the early signs of mental wellbeing concerns.

common types of mental ill health (e.g. anxiety and depression).

Link science term 2 year 9 -organisms

Link Spanish year 9 term 4-our voice

STATUTORY GUIDANCE changing adolescent body

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes:

Personal hygiene

Bacterial infections

Know the main changes which take place in males and females, and the implications for emotional and physical health.

Know the key facts about puberty, the changing adolescent body and menstrual wellbeing. Link to French year 9 term 2technology

Link to French year 9 term 3 -issues for teenagers

STATUTORY GUIDANCE
RESPECTFUL RELATIONSHIPS
Know the characteristics of positive
and healthy friendships (in all
contexts, including online)
including: trust, respect, honesty,
kindness, generosity, boundaries,
privacy, consent and the
management of conflict,
reconciliation and ending
relationships. This includes different
(non-sexual) types of relationship.

L3 80, 81 Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online.

Online & Media

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

STATUTORY GUIDANCE Online & Media

Sub themes included:

OPPORTUNITIES AND RESPONSIBILITIES

Opportunities online

Digital citizenship

<u>Digital footprint</u>

Rules about online behaviour

RISKS ONLINE

Online risks

How data is generated and used

Sharing material online

Removing material online

Risks of unknown people online

HARMFUL CONTENT

Impacts of viewing harmful content

Pornography and the law

Indecent images of children

SUPPORT AND REPORTING

L6 71 Intimate and sexual relationships, including sexual health

L6 the facts around pregnancy including miscarriage That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).

78Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. 82 – Law on abortion

Link to music year 9 term 6-band skills

Link to year 9 football/handball/hockey/netball

Link to English year 9 term 1-the crucible

Link to English year 9 term 3-poetry: disturbed voices

STATUTORY GUIDANCE – Respectful relationships

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes included:

Positive and healthy friendships

Respect

Respecting difference

Boundaries, privacy, consent

Conflict and reconciliation

Ending relationships

Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

Know practical steps they can take in a range of different contexts to improve or support respectful relationships.

Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

Know what constitutes sexual harassment and sexual violence and why these are always unacceptable

L2 31 75. Equality - Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

L2. Healthy eating 99

maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

STATUTORY GUIDANCE Health and prevention

Know about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

L3 Basic first aid 100

NC CIT 2013

the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.

97. Physical health and mental wellbeing: Secondary

L3 basic treatment for common injuries. Life-saving skills, including how to administer CPR.1 5the purpose of defibrillators and when one might be needed.

L4 -personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

STATUTORY GUIDANCE – Health & prevention

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

<u>Dental health</u>

Tooth decay and gum disease

Preventing plaque build up

Flossing and interdental cleaning

Sugar and dental health

The immune system

Vaccinations

Know about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

Dental health, (late secondary) the benefits of regular self-examination and screening. Immunisation and vaccination. Good quality sleep for good health Strategies to manage online issues

Right to ask for help

When to get support

Where to get support

Reporting content/conduct

STATUTORY GUIDANCE internet safety and harms

Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

STATUTORY GUIDANCE online and media

Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

Know how information and data is generated, collected, shared and used online.

Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

Know not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

Know what to do and where to get support to report material or manage issues online

L4 78. 79. Pupils should be well informed about the full range of perspectives and, within the law.

STATUTORY GUIDANCE
RESPECTFUL RELATIONSHIPS
Know what constitutes sexual
harassment and sexual violence
and why these are always
unacceptable.

STATUTORY GUIDANCE – Respectful relationships

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes included:

STATUTORY GUIDANCE – Respectful relationships

Know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

L3 36.37. 75 LGBT – Equality act 2010. Protected characteristics.

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

STATUTORY GUIDANCE Respectful relationships

Sub themes included:

Stereotypes damage individuals/encourage prejudice

Respecting difference

Respect and tolerance

The Equality Act 2010

Where discrimination is unlawful

82 RSE 2019 on sexuality

Know the importance of respecting others, even when they are very different from them (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.

Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Intimate and sexual relationships, including sexual health — STI

L4 – 70 Consent – The definition -that they have a choice to delay sex or to enjoy intimacy without sex.

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Schools should continue to develop knowledge on topics specified for primary as required and

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		L5. Internet safety and harms	Boundaries, privacy, consent	in addition cover the following content by the end of secondary
		STATUTORY GUIDANCE internet safety and harms	<u>Criminal behaviour –</u>	Sub themes included:
		Sub themes	sexual assault	Boundaries, privacy, consent
		Unhealthy comparisons	stalking and harassment	Criminal behaviour –
			coercive and/or controlling behaviour	
		Body image	blackmail	sexual assault
		Social media and reality	Sexual Violence	stalking and harassment
		Over-relying on online relationships	Sextual harassment	coercive and/or controlling behaviour
		Gambling		<u>blackmail</u>
		<u>Understanding gambling</u>	STATUTORY GUIDANCE Online and	Sexual Violence
		Recognising problem gambling	media	Sextual harassment
		Targeted advertising and information	Schools should continue to develop	Know that some types of behaviour within
		Online information	knowledge on topics specified for primary as required and in addition	relationships are criminal, including violent behaviour and coercive control.
		Targeted advertising	cover the following content by the end of secondary	STATUTORY GUIDANCE - Sexual Health
		Influencers	STATUTORY GUIDANCE Online &	Sexual consent and the law
		Accessing support	Media	UK legal age of consent
		Identifying harmful behaviours		Freedom and capacity to consent
		When to get support	Sub themes included:	When consent is not possible
			OPPORTUNITIES AND	Checking for consent
		80 81 how to identify harmful behaviours	RESPONSIBILITIES	
		online (including bullying, abuse or	Opportunities online	People in a position of trust
		harassment) and how to report, or find support, if they have been affected by	<u>Digital citizenship</u>	
		those behaviours.	Digital footprint	Identifying and managing sexual pressure
		Their rights, responsibilities and opportunities- behaviour online.	Rules about online behaviour	Sources of sexual pressure
		about online risks, including that any	RISKS ONLINE	Recognising sexual pressure
		material someone provides to another has	Online risks	Managing sexual pressure
		the potential to be shared online and the difficulty of removing potentially	How data is generated and used	Not pressuring others
		compromising material placed online.	Sharing material online	
		STATUTORY GUIDANCE – respectful relationships	Removing material online	Know that they have a choice to delay sex or
		Schools should continue to develop	Risks of unknown people online	to enjoy intimacy without sex
		knowledge on topics specified for primary	HARMFUL CONTENT	Know how to recognise the characteristics and positive aspects of healthy one-to-one intimate
		as required and in addition cover the following content by the end of secondary	Impacts of viewing harmful content	relationships, which include mutual respect, consent, loyalty, trust, shared interests and
			Pornography and the law	outlook, sex and friendship.
		Sub theme Including:		Know that there are a range of strategies for
		Types of bullying	Indecent images of children	identifying and managing sexual pressure, including understanding peer pressure, resisting
		Cyberbullying	SUPPORT AND REPORTING	pressure and not pressurising others.
		Impact of bullying	Strategies to manage online issues	Know that all aspects of health can be affected by choices they make in sex and relationships,
			Right to ask for help	positively or negatively, e.g. physical,
		Bystander intervention	When to get support	emotional, mental, sexual and reproductive health and wellbeing.
		Help for bullying victims	Where to get support	Know how the use of alcohol and drugs can
		Know about different types of bullying		lead to risky sexual behaviour.
		(including cyberbullying), the impact of bullying, responsibilities of bystanders to		

		report bullying and how and where to get help.		ow the impact of viewing mful content.	L5 71 the facts about the full range of contraceptive choices, efficacy and options available.
		Know about different types of bullying (including cyberbullying), the impact of	exp	ow that specifically sexually olicit material e.g. pornography	L5 73 that all aspects of health can be affected by choices they make in sex and
		bullying, responsibilities of bystanders to report bullying and how and where to get help.	sex	sents a distorted picture of ual behaviours, can damage the y people see themselves in	relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
		STATUTORY GUIDANCE Online relationships	affe	ation to others and negatively ect how they behave towards ual partners.	about the prevalence of some STIs, the impact they can have on those who contract them and
		Know about online risks, including that		ow that sharing and viewing	key facts about treatment. How the use of alcohol and drugs can lead to risky sexual behaviour. Support and Advice.
		another has the potential to be shared online and the difficulty of removing	inde (inc	ecent images of children cluding those created by	STATUTORY GUIDANCE - Sexual Health
		potentially compromising material placed online.	whi	dren) is a criminal offence ich carries severe penalties Juding jail.	Sexually transmitted infections (STIs)
		Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply	Kno	ow what to do and where to get	Sexually transmitted infections Other ways people get STIs
		in all contexts, including online.	mai	nage issues online.	<u>Understanding 'safer sex</u>
		Online risks		The law	Impact of STIs Most common STIs
		Schools should continue to develop knowledge on topics specified for primary		ATUTORY GUIDANCE Drugs ohol and tobacco	STI help and testing
		as required and in addition cover the following content by the end of secondary STATUTORY GUIDANCE Online & Media	kno	ools should continue to develop wledge on topics specified for	STI treatment
		Sub themes included:	cove	nary as required and in addition er the following content by the I of secondary	Contraception and sexual health advice
		OPPORTUNITIES AND RESPONSIBILITIES	Sub	themes:	Right to sexual health services Contraception
		Opportunities online Digital citizenship	<u>Dru</u>	gs out drugs	Contraceptive choices
		Digital footprint	mec	dicines (prescribed and 'over the nter')	Emergency contraception Using condoms
		RISKS ONLINE	lege	al drugs that are not medicines	Condom choice
		Online risks		aco	Know how the different sexually transmitted
		How data is generated and used Sharing material online		rms from tobacco oking risks and dangers	infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through
		Removing material online		pping smoking	safer sex (including through condom use) and the importance of and facts about testing.
		Risks of unknown people online HARMFUL CONTENT		efits of stopping smoking ohol	Know about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
		Impacts of viewing harmful content		ort-term health risks of alcohol	Know to get further advice, including how and where to access confidential sexual and
		Pornography and the law Indecent images of children		g-term health risks of alcohol	reproductive health advice and treatment. L6 71 Intimate and sexual relationships,
		SUPPORT AND REPORTING		in development and alcohol	including sexual health L6 the facts around pregnancy including
		Strategies to manage online issues Right to ask for help		ver risk alcohol consumption	miscarriage That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options,
		When to get support		stance use and functioning 'drink drive' limit	including keeping the baby, adoption, abortion and where to get further help).
No to DCUE 2010 Cuidanas Citizanahin National C	2012 CMCC and Dritish Value 20	Where to get support	Sub	ostance abuse	78Key aspects of the law relating to sex which should be taught include the age of consent,

		Reporting content/conduct	STATUTORY GUIDANCE	what consent is and is not, the definitions and
			DRUGS/ALCOHOL/TOBACCO	recognition of rape, sexual assault and
				harassment, and choices permitted by the law
		Maria de la Caractela de la Ca	Know the facts about legal and	around pregnancy. 82 — Law on abortion
		Know about online risks, including that	illegal drugs and their associated	
		any material someone provides to	risks, including the link between drug	
		another has the potential to be shared	use, and the associated risks,	
		online and the difficulty of removing	including the link to serious mental	STATUTORY GUIDANCE - Sexual Health
		potentially compromising material	health conditions.	
		placed online		Human fertility and reproduction
			Know the law relating to the supply	
		Know how information and data is	and possession of illegal substances.	Individual development
		generated, collected, shared and used		Familia, and assessed as
		online.	Have an awareness of the dangers	Fertility and reproduction
			of drugs which are prescribed but still	Ways people have a child
		Know about online risks, including that	present serious health risks.	ways people have a child
		any material someone provides to		How health can affect fertility
		another has the potential to be shared	Know the physical and psychological	riow nearin can arrect terminy
		online and the difficulty of removing	risks associated with alcohol	Fertility and menopause
		potentially compromising material	consumption and what constitutes low	remmy and menopaose
		placed online.	risk alcohol consumption in adulthood.	Pregnancy
			· ·	rregnancy
		Know not to provide material to others	Know the facts about the harms from	Pregnancy signs
		that they would not want shared further	smoking tobacco (particularly the link	
		and not to share personal material	to lung cancer), the benefits of	Pregnancy testing and support
		which is sent to them.	quitting and how to access support to	
			do so.	Having a baby
		Know what to do and where to get		
		support to report material or manage	Know the physical and psychological	Wellbeing during/after pregnancy
		issues online.	consequences of addiction, including	
			alcohol dependency.	Miscarriage and 'stillbirth'
			L6 82. The law	
			extremism/radicalisation	Pregnancy choices and support
		L6. Drugs the physical and psychological	· · · · · · · · · · · · · · · · · · ·	
		risks associated with alcohol consumption	Nc CIT KS3 2013	Making decisions about pregnancy
		and what constitutes low risk alcohol		
		consumption in adulthood. The physical	the nature of rules and laws and the	Abortion
		and psychological consequences of	justice system, including the role of	
		addiction, including alcohol dependency.	the police and the operation of courts	Support if considering abortion
		An awareness of the dangers of drugs	and tribunals.	
		which are prescribed but still present		Know the facts about reproductive health,
		serious health risks.	STATUTORY GUIDANCE	including fertility, and the potential impact of
		serious nedim risks.	RESPECTFUL RELATIONSHIPS	lifestyle on fertility for men and women and
		101. Pupils should also be taught about	Know that some types of behaviour	<mark>menopause.</mark>
			within relationships are criminal,	
		problems and challenges. This should	including violent behaviour and	Know the facts around pregnancy including
		include factual information about the		miscarriage.
		prevalence and characteristics of more	coercive control.	
		serious mental and physical health	Schools should continue to develop	Know that there are choices in relation to
		conditions, drugs, alcohol and information	knowledge on topics specified for	pregnancy (with medically and legally accurate,
		about effective interventions.	primary as required and in addition	impartial information on all options, including
		STATUTORY CHIEF HAST		keeping the baby, adoption, abortion and where
		STATUTORY GUIDANCE	cover the following content by the	to get further help).
		DRUGS/ALCOHOL/TOBACCO	end of secondary	
		Calcula decidal of the Colonia	Sub themes:	Know to get further advice, including how and
		Schools should continue to develop	Job memes.	where to access confidential sexual and
		knowledge on topics specified for primary	Criminal behaviour —	reproductive health advice and treatment
		as required and in addition cover the	Chilling Deligation —	
		following content by the end of secondary	coercive and/or controlling behaviour	
			STEELS STORY OF SELECTION OF SE	
		Sub thomas		
		Sub themes:		
		illegal drugs		
		inegal alogs		
		substances that are misused as drugs		
		sassimiles mai are misosed as arogs		
		Health risks of illegal drugs		
		Drug risks awareness		
		Illegal drugs and mental health		
		Dangers of 'self-medication'		

	Illegal drugs and the law		
	Travel abroad and drugs		
	Impact of drug convictions		
	Wider impact of illegal drugs		
	Prescription drugs risks		
	Drugs, crime and illegal gangs		
	Know the facts about legal and illegal drugs and their associated risks, including		
	the link between drug use, and the		
	associated risks, including the link to serious mental health conditions.		
	Know the law relating to the supply and possession of illegal substances.		
	Have an awareness of the dangers of drugs		
	which are prescribed but still present serious health risks.		
	Know the physical and psychological risks		
	associated with alcohol consumption and what constitutes low risk alcohol		
	consumption in adulthood.		
	Know the facts about the harms from smoking tobacco (particularly the link to		
	lung cancer), the benefits of quitting and		
	how to access support to do so. Know the physical and psychological		
	consequences of addiction, including		
	alcohol dependency.		
	L7 Mental wellbeing		
	103. Pupils should be taught how to judge when they, or someone they know, needs		
	support and where they can seek help if they have concerns. This should include		
	details on which adults in school (e.g. school nurses), and externally can help.		
	how to recognise the early signs of mental		
	wellbeing concerns.		
	common types of mental ill health (e.g. anxiety and depression).		
	STATUTORY GUIDANCE –Health and		
	prevention		
	Schools should continue to develop knowledge on topics specified for primary		
	as required and in addition cover the		
	following content by the end of secondary		
	Cub shower		
	Sub themes:		
	Sleep Getting good quality sleep		
	<u>Devices and sleep</u>		
	STATUTORY GUIDANCE – Mental		
	Wellbeing		
		1	

	Schools should continue to develop		
	knowledge on topics specified for primary		
	as required and in addition cover the		
	following content by the end of secondary		
	Tollowing content by the end of secondary		
	Sub themes:		
	Talking about emotions		
	Happiness and personal connection		
	Common types of mental ill health		
	<u>Understanding anxiety</u>		
	Critically evaluate mental wellbeing		
	Build on positive wellbeing factors		
	CTATUTORY OURDANICE AND A		
	STATUTORY GUIDANCE - Mental		
	Wellbeing		
	Know how to talk about their emotions		
	accurately and sensitively, using		
	appropriate vocabulary.		
	W		
	Know that happiness is linked to being		
	connected to others.		
	Know how to recognise the early signs		
	Know now to recognise the early signs		
	of mental wellbeing concerns.		
	Know common types of mental ill		
	know common types of mental iii		
	health (e.g. anxiety and depression).		
	Know how to critically evaluate when		
	something they do or are involved in		
	has a positive or positive effect on their		
	has a positive or negative effect on their own or others' mental health.		
	own or others mental nealth.		
	Know the benefits and importance of		
	physical exercise, time outdoors,		
	community participation and voluntary		
	community participation and voluntary		
	and service-based activities on mental		
	wellbeing and happiness		

Intended Impact

At the end of this topic students will be able to:

- 1. Develop their knowledge of Careers and their future options.
- 2. Develop their understanding of a personalised Careers Pathway and routes.
- 3. Develop their understanding of how to prepare for their next future Careers route.

Students will be able to do this by:

- 1. Identifying possible career interests.
- 2. Demonstrating an understanding of the world of work.
- 3. Identifying the skills that they will need to develop for their futures.
- 4. Evidencing an understanding of the labour market.
- 5. Demonstrating their understanding of the protected characteristics of the Equality Act 2010.

At the end of this topic students will be able to:

- Become more knowledgeable about managing money and learning about how this affects lifestyle and well-being.
- 3. Develop their understanding of the importance of personal budgeting and saving for the future.
- 4.Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity.

Students will be able to do this by:

- 1. evidencing their learning on the key topics covered.
- 2. evaluating the potential impact of poor money management and the consequences.
- 3. Becoming involved in citizenship whole school/character and culture events or in wider extra-curricular activities, linked to Anti bullying.

At the end of this topic students will be able to:

At the end of this topic students will be able to:

- 1.Evidence their understanding of the importance of maintaining a good level of mental and physical health and the factors which may affect one's level of wellbeing.
- Evaluate the differences between legal and illegal drugs and the impact that they can have on an individual's mental and physical wellbeing
- 3. Develop their understanding of staying safe online and the online risks and harm.

Students will be able to do this by:

- Articulating and sharing their findings on the subject of Physical health and mental wellbeing:
- 2. Evidencing the impact that substance misuse can have on people's wellbeing and lifestyle.
- 3. Evidencing their understanding of online risks.
- 4. Be able to give advice on how to maintain mental and physical health and wellbeing, and where to access specialist support.

At the end of this topic students will be able to:

- Become more knowledgeable about how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.
- 2. Understand the precious liberties enjoyed by the citizens of the United Kingdom.
- 3.Develop understanding of human rights and international law CIT ks4.

Students will be able to do this by:

- 1. Participating in student voice opportunities.
- 2. Evidencing learning on key issues and articulating their own well-informed opinions.
- 3. Evidencing knowledge and understanding of the key topics taught by debating/presenting and creating a campaign.

At the end of this topic students will be able to:

At the end of this topic students will be able to:

- 1. Develop their understanding of the key units covered and their understanding of the laws relating to these key topics.
- 2.. Understand the law relating to illegal substances. Develop their awareness and understanding of the dangers of illegal substances. Evaluate the differences between legal and illegal drugs and the impact that they can have on the community.
- 3.. Develop their understanding of staying safe online and the online risks and harm.
- 4. Summarise and evidence their learning of the key topics and units covered.

Students will be able to do this by:

- Articulating and sharing their findings.
- 2. Forming their own informed opinions regarding such topics and understanding the consequences of breaking the law regarding such topics.
- 3. Evidencing the impact that substance misuse can have on people's wellbeing and lifestyle.
- 4. Evidencing their understanding of online risks.

- to:
- 1. Understand what positive relationships are.

At the end of this topic students will be able

- $\label{eq:continuous} \textbf{2. Develop their understanding of staying safe} \\ \textbf{and the law.}$
- 3. Develop understanding of where to access support.

Students will be able to do this by:

- 1. Completing a self-assessment, stating their confidence levels regarding topics covered.
- 2. knowing where and who to go to for support and guidance, when they need it.
- 3. Evidencing knowledge and understanding of the key topics taught.

				Те	rm 1									Terr	n 2								Те	rm :	3						T	Term	n 4						Ter	m 5							Te	rm 6	,		
				Ca	reers	6						`	Valu	es 8	c Cul	ture	:				T	akin	g Ca	ire c	of M	ysel	f			De	emod	crati	ic Bri	itain				Con	nmun	ity Is	sues				I	Rela	tionsh	iips c	and <i>I</i>	Me	
KS4				Week 1-7	Sept-Oct				HOLIDAY: 1	WEEK				Week 1-7					HOLIDAY: 2	WEENS			Week 1-7	Jan-Feb				HOLIDAY: 1	HEEK		Week 1-6	Mar-Apr	ide-inse			HOLIDAY: 2 WEEKS			Week 1 – 5	Apr-May			HOLIDAY: 1	WEFK			Week 1 – 7	Jun-Jul			
Year 10	TTD Career choices – happy career		I he world of work Employability Careers Project	Future careers -labour market information	How to write a CV	uitment Process and Int	Personal Pathways -Post-6 Options	Workplace Culture & Safety inc. Trade Unions & Equality Act 2010			Seir-awareness	Anti-Bullying	Mutual Respect & Tolerance – British		Community and volunteering	Being a responsible citizen	Being finacially literate	Why Save			Healthy eating and lifestyle	Importance of sleep and rest	Mental health and welling - self esteem	nedia and wellbein	neala ana w	g care or myself	online gambling - debt		Parliamentary democracy	ower of govern	The role of citizens & Parliament		The different roles of the executive, Jegislature and judiciary (Include, free	Different electoral systems UK & Beyond	How do we get involved? Locally Nationally & Beyond - Campaign		Mental health – body image	Country lines; drugs and exploitation	CSE – Child Sexual Exploitation	Crime – acid attacks and knife crime	E-safety - sexting		Help, advice and support - charities	Consent and peer pressure – the right to say		Resisting pressure and not pressuring others	ntimate relationships without sex – trust	Honour based violence and FGM	Relationship abuse and domestic violence	ебв	Managing Conflict - Respect
	Experience: Medical Mc Apprentice:	averick	s – Or	ıline Pı							xperi Debat		& Enco	ounters	inc. G	Pro Fai	r & The	Big				riences ig Deb		ounte	rs inc.	GroF	ar &			perien roFar &			unters ebate	inc.			Experi & The			ounters	inc. G	roFar			kperien he Big			ters in	nc. Grol	Far &	
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Links to Curriculu m

Supporting learning across the curriculum – learning skills that will foster academic success but also personal development in terms of resilience and organisation. Careers/Gatsby

C&C Whole school Values

British Values: Developing their understanding of fundament

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Secondary - (relationship education, RSE & health education) 2019

Respectful relationships, including friendships

the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Our stable careers programme includes:

- Character Education
- Self-Awareness and Development
- Career Exploration
- Raising Career Aspirations & Career Management
- Support with researching and applying for GCSE, Post 16 and Post 18 options (Further Education, Higher Education, Apprenticeships and Employment Opportunities)
- Employability Skills (CV, Mock Interview & Work experience)
- Useful career related websites

Link French year 10 term 3-current and future job-education post 16

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Citizenship NC ks4 (2013)- an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood

C&C Whole school Values

British Values: Developing their understanding o

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different

Nc CIT KS4 2013

Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

L1 SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence, self-awareness

L2 unite against bullying – mutual respect links to RSE 2019 relationships.

L3 regional, religious and ethnic identities in the United Kingdom the need for *mutual respect* and understanding *tolerance*.

L4 to include the opportunity to participate actively in community volunteering,

L5 the different ways in which a citizen can contribute to the improvement of their community,

L6 solve problems and contribute to society

L7 responsible activity – link to previous lessons.

Link Spanish year 10 term 5-identity and culture

Link French year 10 term 6-customs and festivals

Link French year 10 term 1-global issues and environment

Link art year 10 term 1- AO3

Link art year 10 term 3- A01, A02, A03

Link photography year 10 term 1, 2 and 3- A01, A02, A03

Link to English year 10 term 3- AIC

Link to English year 10 term 5-speaking and listening

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Schools should continue to develop knowledge on topics specified for primary as required and in

Citizenship NC and developing wellrounded citizens who are knowledgeable about the law and how the justice works to keep people safe.

RSHE (2019) healthy lifestyle an promoting healthy living.

British Values: Developing their understanding of fundamental Britis

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsib respectful, active citizens who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Secondary - (relationship education, RSE & health education) 2019

97. Physical health and mental wellbeing: Secondary

L1 99 Healthy Eating - how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

101. Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders.

L2 99 Self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

L3 99 Health and prevention - the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

L4 74. Practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

STATUTORY GUIDANCE WELLBEING

Citizenship NC – role of local government and how to engage as political citizens.

C&C Whole school Values

British Values: Developing their understanding of fundamental Br

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citize who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Nc CIT KS4 2013

L1 parliamentary democracy and the key elements of the constitution of the United Kingdom

L2 the power of government,

L3 the role of citizens and Parliament in holding those in power to account,

L4 the different roles of the executive, legislature and judiciary and a free press

L5 the different electoral systems used in and beyond the United Kingdom

L6 actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond

Link history year 10 term 1whitechapel

Link history year 10 term 2- EEEKTI

Link to art year 10 term 2 -A01, A02, A03 Citizenship NC and developing wellrounded citizens who are knowledgeable about the law and how the justice works to keep people safe.

C&C Whole school Values

British Values: Developing their understanding of fundamental British

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citizen who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Secondary - (relationship education, RSE & health education) 2019

97. Physical health and mental wellbeing: Secondary

L1 Mental Health 97 103

103 how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

100 The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Physical health and fitness

84 the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

99 the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health,

STATUTORY GUIDANCE WELLBEING

Know how to recognise the early signs of mental wellbeing concerns

STATUTORY GUIDANCE internet safety and harms

Know the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media.

C&C Whole school Values

British Values: Developing their understanding

tizenship NC and RSE (2019) in terms of the

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible respectful, active citizens who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in

Secondary - (relationship education, RSE & health education) 2019

Intimate and sexual relationships, including sexual health

82 - consent and the law

L1, how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

Consent - that they have a choice to delay sex or to enjoy intimacy without sex.

Being safe

The law 82, 79 - FGM - Violence against women and airls.

L1The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, L5 domestic abuse, L6 forced marriage, L4 honour-based violence and FGM, and how these can affect current and future relationships. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

L2 Peer pressure - that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. Having sex is a choice, and a choice to delay -emotional/physical wellbeing.

L3. Intimate relationships – friendships. the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

Link Science Year 10 term 2-Infection and Response

addition cover the following content by the end of secondary

Sub theme Including:

Types of bullying

Cyberbullying

Impact of bullying

Bystander intervention

Help for bullying victims

STATUTORY GUIDANCE

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

STATUTORY GUIDANCE

Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

STATUTORY GUIDANCE internet safety and

Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

L3 regional, religious and ethnic identities in the United Kingdom the need for mutual respect and understanding tolerance.

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Sub theme include:

Respecting difference - Explain the harm caused by 'cancel culture' and the importance of freedom of speech and freedom of association to a tolerant and free society. Censorship and 'no platforming' are harmful and damaging.

Respect and tolerance

Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

STATUTORY GUIDANCE

Know the importance of respecting others, even when they are very different from them (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.

L4 to include the opportunity to participate actively in community volunteering,

L5 the different ways in which a citizen can contribute to the improvement of their community,

L6 solve problems and contribute to society

L7 responsible activity – link to previous lessons.

Know how to recognise the early signs of mental wellbeing concerns

STATUTORY GUIDANCE internet safety and harms

Know the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, overreliance on online relationships including social media.

L5 80, 81 9. More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminatingly. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online.

L5 102 The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included.

L6 Physical health and mental wellbeing: Secondary

Internet safety and harms - the risks related to online gambling including the accumulation of debt.

L7 Respectful relationships, including friendships. 102, 103

the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

Families - how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Link Spanish Year 10 term 1 -free -time

Link French year 10 term 5-marriage and partnership and new technology

Link to art year 10 term 6- A01, A02, A03, A04

Link to photography term 6-A01, A02, A03, A04

Link to year 10 V-cert- term 1-unit 1

L2. 82. The law

violence and exploitation by gangs.

L2/3 79 102 criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)

hate crime

L2/3 Nc CIT KS3 2013

82. The law - RSE 2019

the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals

L4 82. The law - RSE 2019

the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals CIT

L5. E- safety. 80 81 82. The law

Including pornography

online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • pornography - the impact of viewing harmful content.

that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

L6 100 Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus

103. Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.

NC CIT 2013 the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including Link French year 10 term 4-social issueseating habits

Link French year 10 term 5-marriage and partnership

Link to art year 10 term 4-A01, A02, A03

Link to photography year 10 term 4-A01, A02, A03

Link to year 10-

football/handball/hockey/netball

Link to year 10 V-cert- term 1-unit 1

Level 2 Health and Social care term 1 understanding human growth and development

Level 2 Health and Social Care term 2 – a2 factors affecting growth and development

Level 2 Health and Social Care term 3-B1 different types of life events

B2 coping with change caused by life events

Link to year 10 term 1 -macbeth

STATUTORY GUIDANCE – Respectful relationships

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary

Sub themes included:

Boundaries, privacy, consent

Criminal behaviour -

sexual assaul

stalking and harassment

coercive and/or controlling behaviour

blackmail

Sexual Violence

Sextual harassment

STATUTORY GUIDANCE Sexual relationships and sexual health

Sexual relationships and sexual health

Healthy intimate relationships

Diversity of intimate relationships

Good communication

Sex in intimate relationships

Choosing to not to have sex

Intimacy without sex

When relationships end

	Cit ks4	Link to year 10 V-cert- term 1-unit 5 and	opportunities to participate in school-	Sexual consent and the law
		6	based activities.	UK legal age of consent
		Level 2 Health and Social care term 1 - understanding human growth and	Link Science Year 10 term 6- Ecology	Freedom and capacity to consent
		development	Link Spanish Year 10 term 2-	When consent is not possible
		Level 2 Health and Social Care term 2 – a2 factors affecting growth and	identity and culture	Checking for consent
		development	Link Spanish year 10 term 3-my city	People in a position of trust
		Level 2 Health and Social Care term 3- B1 different types of life events	Link to art year 10 term 4- A01, A02, A03, A04	
		B2 coping with change caused by life	Link to art year 10 term 5-A01,	Identifying and managing sexual pressure
		events	A02, A03, A04	Sources of sexual pressure
		STATUTORY GUIDANCE Health and prevention	Link to photography term 5-A01, A02, A03, A04	Recognising sexual pressure
		Know about dental health and the	Link to year 10 V-cert- term 1-unit 5	Managing sexual pressure
		benefits of good oral hygiene and dental flossing, including healthy eating and	and 6	Not pressuring others
		regular check-ups at the dentist.	STATUTORY GUIDANCE WELLBEING	
		Know the benefits of regular self- examination and screening.	Know how to recognise the early signs of mental wellbeing concerns	L1The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming,
		Schools should continue to develop	STATUTORY GUIDANCE internet	coercion, harassment, rape, L5 domestic abuse,
		knowledge on topics specified for primary	safety and harms	L6 forced marriage, L4 honour-based violence and FGM, and how these can affect current
		as required and in addition cover the following content by the end of secondary	Know the impact of unhealthy or	and future relationships. How people can actively communicate and recognise consent
			obsessive comparison with others online (including through setting	from others, including sexual consent, and how
		Sub themes:	unrealistic expectations for body image), how people may curate a	and when consent can be withdrawn (in all contexts, including online).
		Dental health	specific image of their life online,	Know that some types of behaviour within
		Tooth decay and gum disease	relationships including social	relationships are criminal, including violent behaviour and coercive control.
			media.	82. The law - RSE 2019
		Preventing plaque build up	L2. 82. The law	STATUTORY GUIDANCE - Sexual Health
		Flossing and interdental cleaning	STATUTORY GUIDANCE Drugs Alcohol and tobacco	
		Sugar and dental health	Schools should continue to develop	Know that they have a choice to delay sex or to enjoy intimacy without sex
		The immune system	knowledge on topics specified for	Know how to recognise the characteristics and
		<u>Vaccinations</u>	primary as required and in addition cover the following content by the	positive aspects of healthy one-to-one intimate relationships, which include mutual respect,
		Self-examination.	end of secondary	consent, loyalty, trust, shared interests and outlook, sex and friendship.
		Screening /Smear tests	Sub themes included:	
		Types of screening	Drug risks awareness	Know that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting
		STATUTORY GUIDANCE – Mental Wellbeing	illegal drug	pressure and not pressurising others.
		Know how to critically evaluate when	Illegal drugs and the law	Know that all aspects of health can be affected
		something they do or are involved in	Travel abroad and drugs	by choices they make in sex and relationships, positively or negatively, e.g. physical,
		has a positive or negative effect on their own or others' mental health.	Impact of drug convictions	emotional, mental, sexual and reproductive health and wellbeing.
		Know the benefits and importance of	Wider impact of illegal drugs	Know how the use of alcohol and drugs can
		physical exercise, time outdoors, community participation and voluntary	Drugs, crime and illegal gangs	lead to risky sexual behaviour.
		and service-based activities on mental wellbeing and happiness	violence and exploitation by gangs.	
		weineing and napplitess	L2/3 79 102 criminal exploitation	L2 Peer pressure - that there are a range of
			(for example, through gang involvement or 'county lines' drugs	strategies for identifying and managing sexual pressure, including understanding peer
		101. Pupils should also be taught about problems and challenges. This should	operations)	pressure, resisting pressure and not pressurising others. Having sex is a choice, and a choice to
		include factual information about the prevalence and characteristics of more	hate crime	omers. Having sex is a choice, and a choice to
		prevalence and characteristics of more		

STATUTORY GUIDANCE serious mental and physical health delay -emotional/physical wellbeing. RESPECTFUL RELATIONSHIPS conditions, drugs, alcohol and information about effective interventions. Schools may Know what constitutes sexual STATUTORY GUIDANCE - respectful also choose to teach about issues such as harassment and sexual violence relationships eating disorders. and why these are always unacceptable. Schools should continue to develop knowledge STATUTORY GUIDANCE on topics specified for primary as required and L2 99 Self-care, the benefits of physical RESPECTFUL RELATIONSHIPS in addition cover the following content by the activity and time spent outdoors. This end of secondary Know that some types of behaviour should be linked to information on the within relationships are criminal. Sub themes included: benefits of sufficient sleep, good nutrition including violent behaviour and and strategies for building resilience. Boundaries, privacy, consent STATUTORY GUIDANCE -Health and STATUTORY GUIDANCE Drugs Criminal behaviour prevention Alcohol and tobacco sexual assault Schools should continue to develop L2/3 Nc CIT KS3 2013 knowledge on topics specified for primary stalking and harassment as required and in addition cover the 82. The law - RSE 2019 following content by the end of secondary coercive and/or controlling behaviour the nature of rules and laws and the justice system, including the role of the police and the operation of courts Sub themes: and tribunals Sexual Violence Sleep STATUTORY GUIDANCE Online and Sextual harassment media Getting good quality sleep Know the impact of viewing harmful content. Know the characteristics of positive and Devices and sleep healthy friendships (in all contexts, including STATUTORY GUIDANCE Online & online) including: trust, respect, honesty, Know the importance of sufficient good kindness, generosity, boundaries, privacy, quality sleep for good health and how a consent and the management of conflict. lack of sleep can affect weight, mood Schools should continue to develop reconciliation and ending relationships. This and ability to learn. knowledge on topics specified for ncludes different (non-sexual) types of primary as required and in addition L3 99 Health and prevention - the relationship. cover the following content by the importance of sufficient good quality end of secondary sleep for good health and how a lack of Know that some types of behaviour within sleep can affect weight, mood and ability relationships are criminal, including violent to learn. STATUTORY GUIDANCE behaviour and coercive control. Mental Wellbeing Sub themes included: Schools should continue to develop OPPORTUNITIES AND Know what constitutes sexual harassment knowledge on topics specified for primary RESPONSIBILITIES and sexual violence and why these are as required and in addition cover the always unacceptable. following content by the end of secondary Opportunities online STATUTORY GUIDANCE Sexual relationships Digital citizenship and sexual health Digital footprint Sub themes: Sexual relationships and sexual health Rules about online behaviour Talking about emotions Healthy intimate relationships RISKS ONLINE Happiness and personal connection Diversity of intimate relationships Common types of mental ill health Online risks Understanding anxiety How data is generated and used Sex in intimate relationships Critically evaluate mental wellbeing Sharing material online Choosing to not to have sex Build on positive wellbeing factors Removing material online Intimacy without sex Know how to talk about their emotions Risks of unknown people online When relationships end accurately and sensitively, using HARMFUL CONTENT appropriate vocabulary. Know that happiness is linked to being Impacts of viewing harmful content Sexual consent and the law connected to others. Pornography and the law UK legal age of consent Know how to recognise the early signs Indecent images of children of mental wellbeing concerns. Freedom and capacity to consent SUPPORT AND REPORTING When consent is not possible

		-			
			Know common types of mental ill health (e.g. anxiety and depression).	Strategies to manage online issues	Checking for consent
		n n	todam (org. unixier) und depression).	Right to ask for help	People in a position of trust
				When to not	
			4 74. Practice of resilience and character	When to get support	
			in the individual. These should include	Where to get support	Identifying and managing sexual pressure
			character traits such as belief in achieving	<u> </u>	
			goals and persevering with tasks, as well	Reporting content/conduct	Sources of sexual pressure
			as personal attributes such as honesty,	STATUTORY GUIDANCE -	Recognising sexual pressure
			ntegrity, courage, humility, kindness, generosity, trustworthiness and a sense of	Respectful relationships	
		_	justice, underpinned by an understanding	Salvada da	Managing sexual pressure
			of the importance of self-respect and	Schools should continue to develop knowledge on topics specified for	Not pressuring others
		s	self-worth.	primary as required and in addition	1401 pressoring emers
		C	STATUTORY GUIDANCE – Internet safety	cover the following content by the	
			and harms	end of secondary	
		_		Sub themes included:	
		S	Sub themes	300 memes included:	L3. Intimate relationships – friendships. the
			Unhealthy comparisons	Boundaries, privacy, consent	characteristics of positive and healthy
		9	omeanity compansons	Cinicallyland	friendships (in all contexts, including online) including: trust, respect, honesty, kindness,
		<u>B</u>	Body image	Criminal behaviour –	generosity, boundaries, privacy, consent and
			Facial modia and roulity	sexual assault	the management of conflict, reconciliation and
		<u> </u>	Social media and reality		ending relationships. This includes different
		<u>c</u>	Over-relying on online relationships	stalking and harassment	(non-sexual) types of relationship.
				coercive and/or controlling	STATUTORY GUIDANCE – Respectful
		2	Gambling	behaviour	relationships
		U	Understanding gambling	hladaasii	
				blackmail	Schools should continue to develop knowledge
		<u>R</u>	Recognising problem gambling	Sexual Violence	on topics specified for primary as required and in addition cover the following content by the
		Т	Targeted advertising and information		end of secondary
				Sextual harassment	· ·
		<u> </u>	Online information	Know that specifically sexually	Sub themes included:
		т	Targeted advertising	explicit material e.g. pornography	Positive and healthy friendships
		·		presents a distorted picture of	
		<u>lı</u>	Influencers	sexual behaviours, can damage the	Respect
		Δ.	Accessing support	way people see themselves in relation to others and negatively	Respecting difference
				affect how they behave towards	
		lo	dentifying harmful behaviours	sexual partners.	Conflict and reconciliation
		v	When to get support		Ending relationships
		•		Know what to do and where to get	
				support to report material or	Stereotypes damage individuals/encourage
				manage issues online.	<u>prejudice</u>
		K	Know the impact of unhealthy or obsessive		Respect and tolerance
		c	comparison with others online (including		
			through setting unrealistic expectations for	L4 82. The law — RSE 2019	Equality Act 2010
			body image), how people may curate a specific image of their life online, over-	the nature of rules and laws and the	
			reliance on online relationships including	justice system, including the role of	Know the characteristics of positive and health
			social media.	the police and the operation of courts	friendships (in all contexts, including online)
				and tribunals CIT	including: trust, respect, honesty, kindness,
			Know how to identify harmful behaviours	STATUTORY GUIDANCE RESPECTFUL	generosity, boundaries, privacy, consent and the management of conflict, reconciliation and
			online (including bullying, abuse or narassment) and how to report, or find	RELATIONSHIPS	ending relationships. This includes different
			support, if they have been affected by	Know that some types of behaviour	(non-sexual) types of relationship.
			those behaviours	within relationships are criminal,	Know the importance of respecting others, eve
			STATUTORY GUIDANCE – Mental	including violent behaviour and	when they are very different from them (for
			Wellbeing	coercive control.	example physically, in character, personality o
				L5. E- safety. 80 81 82. The law	background), or make different choices or have
			Know how to talk about their emotions		different preferences or beliefs.
			accurately and sensitively, using	Including pornography	
		a	appropriate vocabulary.	online behaviours including image	Know practical steps they can take in a range
			Know that happiness is linked to being	and information sharing (including	of different contexts to improve or support
		c	connected to others.	'sexting', youth-produced sexual	respectful relationships.
				imagery, nudes, etc.) • pornography	
1					

		V 1		
		Know how to recognise the early signs of mental wellbeing concerns.	the impact of viewing harmful content.	Know how stereotypes, in particular stereotypes based on sex, gender, race,
		or memar wendering concerns.	Comeni.	religion, sexual orientation or disability, can
		Know common types of mental ill	that specifically sexually explicit	cause damage (e.g. how they might normalise
		health (e.g. anxiety and depression).	material e.g. pornography presents a	non-consensual behaviour or encourage
		Know how to critically evaluate when	distorted picture of sexual	prejudice).
		something they do or are involved in	behaviours, can damage the way	
		has a positive or negative effect on their	people see themselves in relation to others and negatively affect how	Know that in school and in wider society they can expect to be treated with respect by
		own or others' mental health.	they behave towards sexual	others, and that in turn they should show due
			partners.	respect to others, including people in positions
		Know the benefits and importance of	·	of authority and due tolerance of other
		physical exercise, time outdoors,	that sharing and viewing indecent	people's beliefs.
		community participation and voluntary and service-based activities on mental	images of children (including those	V
		wellbeing and happiness	created by children) is a criminal offence which carries severe	Know the legal rights and responsibilities regarding equality (particularly with reference
			penalties including jail.	to the protected characteristics as defined in
				the Equality Act 2010) and that everyone is
		L5 80, 81 9. More broadly, the internet	STATUTORY GUIDANCE internet	unique and equal.
		and social media have other important	safety and harms	
		characteristics which young people should	Schools should continue to develop	Know about different types of bullying (including cyberbullying), the impact of
		be aware of in order to help them use	knowledge on topics specified for	bullying, responsibilities of bystanders to report
		them discriminatingly. For example, social	primary as required and in addition	bullying and how and where to get help.
		media users are sometimes prepared to	cover the following content by the	
		say things in more extreme, unkind or	end of secondary	Know that some types of behaviour within
		exaggerated ways than they might in	RISKS ONLINE	relationships are criminal, including violent
		face to face situations, and some users present highly exaggerated or idealised	KISKS OINLINE	behaviour and coercive control.
		profiles of themselves online.	Online risks	Know what constitutes sexual harassment and
		promot or moment of chimics		sexual violence and why these are always
		L5 102 The impact of time spent online,	How data is generated and used	unacceptable.
		the positive aspects of online support and	Sharing material online	
		negotiating social media, including online	Sharing material online	
		forums and gaming, should also be included.	Removing material online	STATUTORY GUIDANCE Sexual relationships
		incloded.		and sexual health
		STATUTORY GUIDANCE – Internet safety	Risks of unknown people online	
		and harms	HARMFUL CONTENT	Sexual relationships and sexual health
		Sub themes		Healthy intimate relationships
		300 memes	Impacts of viewing harmful content	
		Unhealthy comparisons	Pornography and the law	<u>Diversity of intimate relationships</u>
			1 omography and me law	Good communication
		Body image	Indecent images of children	Good communication
		Social media and reality	SUPPORT AND REPORTING	Sex in intimate relationships
			SUPPORT AND REPORTING	
		Over-relying on online relationships	Strategies to manage online issues	Choosing to not to have sex
		Gambling		Intimacy without sex
			Right to ask for help	
		<u>Understanding gambling</u>	When to get support	When relationships end
			THEN TO GET 30PPOTT	L4/5/6
		Recognising problem gambling	Where to get support	L4/3/0
		Targeted advertising and information	Poparting contact /sandust	STATUTORY GUIDANCE – Respectful
			Reporting content/conduct	<mark>relationships</mark>
		Online information		Schools should continue to develop knowledge
		Targeted advertising		on topics specified for primary as required and
		-a.g.roa darerrang	Know how to identify harmful	in addition cover the following content by the
		<u>Influencers</u>	know how to identity harmful behaviours online (including	end of secondary
		A	bullying, abuse or harassment) and	
		Accessing support	how to report, or find support, if	Sub themes included:
		Identifying harmful behaviours	they have been affected by those	Boundaries, privacy, consent
		l	behaviours.	
		When to get support	STATUTORY GUIDANCE Online and	<u>Criminal behaviour –</u>
			media	savual assault
				sexual assault
		STATUTORY GUIDANCE	Know the impact of viewing	stalking and harassment
		Know their rights, responsibilities and	harmful content.	
		opportunities online, including that the	Know that sharing and viewing	coercive and/or controlling behaviour
			indecent images of children (including	<u>blackmail</u>
	to DCUE 2010 Cuidanas Citianadia National C			

same expectations of behaviour apply in	those created by children) is a	<u>Sexual Violence</u>
all contexts, including online.	criminal offence which carries severe	<u>ocxodi violenee</u>
an contexts, incloding offinite.	penalties including jail.	Sextual harassment
	penames incloding fail.	<u></u>
Know about online risks, including that any	Know what to do and where to get	
material someone provides to another has	support to report material or manage	
the potential to be shared online and the	issues online.	
difficulty of removing potentially		
compromising material placed online.	STATUTORY GUIDANCE – respectful	
	relationships	
Know about online risks, including that any	Schools should continue to develop	
material someone provides to another has	knowledge on topics specified for	
	primary as required and in addition	
the potential to be shared online and the		
difficulty of removing potentially	cover the following content by the	
compromising material placed online.	end of secondary	
	Sub themes included:	
Know how information and data is		
generated, collected, shared and used	Boundaries, privacy, consent	
online.		
Online.	<u>Criminal behaviour –</u>	
Know shout online risks, including that you		
Know about online risks, including that any	sexual assault	
material someone provides to another has		
the potential to be shared online and the	stalking and harassment	
difficulty of removing potentially	Statisting and narassinent	
compromising material placed online.	coercive and/or controlling behaviour	
	coercive ana/or controlling behaviour	
Know not to provide material to others	blackmail	
that they would not want shared further	<u>blackmail</u>	
	6 1771	
and not to share personal material which	Sexual Violence	
is sent to them.		
	Sextual harassment	
Know about online risks, including that any		
material someone provides to another has	L6 100 Pupils should know the	
the potential to be shared online and the	contribution that hobbies, interests	
difficulty of removing potentially	and participation in their own	
compromising material placed online.	communities can make to overall	
compromising material placed orimie.	wellbeing. They should understand	
Know what to do and where to get		
	that humans are social beings and	
support to report material or manage	that outward-facing activity,	
issues online	especially that with a service focus	
L6 Physical health and mental	103. Pupils should be taught how to	
wellbeing: Secondary	judge when they, or someone they	
	know, needs support and where they	
Internet safety and harms - the risks	can seek help if they have concerns.	
related to online gambling including the	This should include details on which	
accumulation of debt.		
decomposition of dept.	adults in school (e.g. school nurses),	
STATUTORY GUIDANCE – Internet safety	and externally can help.	
,		
and harms	STATUTORY GUIDANCE -WELLBEING	
	Know the benefits and importance of	
Sub themes	physical exercise, time outdoors,	
	community participation and	
<u>Unhealthy comparisons</u>	voluntary and service-based activities	
Body image	on mental wellbeing and happiness.	
Social media and reality		
Over-relying on online relationships	NC CIT 2013 the roles played by	
	public institutions and voluntary	
Gambling	groups in society, and the ways in	
	which citizens work together to	
Understanding gambling	improve their communities, including	
Autororania demonină	opportunities to participate in school-	
Possanising problem gambling	opportunities to participate in school-	
Recognising problem gambling	based activities	
Towarded advertising and information		
Targeted advertising and information		
Online information		
Targeted advertising		
<u>Influencers</u>		

	ccessing support		
Ide	lentifying harmful behaviours		
WH.	/hen to get support		
Kn Kn	now the risks related to online		
gar da	ambling including the accumulation of ebt, how advertising and information		
is t	targeted at them and how to be a		
dis	iscerning consumer of information		
on!	nline.		
Kn Kn	now how to identify harmful		
bel	ehaviours online (including bullying,		
abl rec	buse or harassment) and how to eport, or find support, if they have been		
aff	ffected by those behaviours.		
V-	now how advertising and information		
is t	targeted at them and how to be a		
dis dis	iscerning consumer of information		
on!	nline.		
17	7 Respectful relationships, including		
	iendships. 102, 103		
the	ne characteristics of positive and healthy iendships (in all contexts, including		
onl	nline) including: trust, respect, honesty,		
kin	indness, generosity, boundaries, privacy,		
	onsent and the management of conflict, econciliation and ending relationships.		
Thi	his includes different (non-sexual) types		
of	f relationship.		
Far	amilies - how to: determine whether		
oth	ther children, adults or sources of		
info	formation are trustworthy: judge when a		
	amily, friend, intimate or other elationship is unsafe (and to recognise		
this	is in others' relationships); and, how to		
see	eek help or advice, including reporting		
cor	oncerns about others, if needed.		
	TATUTORY GUIDANCE – Respectful		
rel	elationships		
Kno	now the characteristics of positive and		
her	ealthy friendships (in all contexts,		
incl hor	cluding online) including: trust, respect, onesty, kindness, generosity, boundaries,		
p <mark>ri</mark>	rivacy, consent and the management of		
<mark>cor</mark>	onflict, reconciliation and ending		
rel	elationships. This includes different (non- exual) types of relationship.		
STA	TATUTORY GUIDANCE		
Kno	now practical steps they can take in a ange of different contexts to improve or		
sup	upport respectful relationships		

Character and Culture Overview 2021-22

Intended Impact	 Develop their understanding of which career pathway and the options most well suited to them. Develop their understanding of how to prepare for their next future Careers route, and effectively communicate with potential employers. Students will be able to do this by: Selecting an informed further education option. Evidencing research on a suited educational course. Creating an effective C.V and covering letter to be developed further, after they leave school. Students will be able to do this by: Researching and collating career findings. Planning for and attending the year 10 summer term's career fair. Making connections with future employees, and evidencing research on post 16 education options and training providers. Creating an effective cv and developing interview techniques. Demonstrating their understanding of the protected characteristics of the equality act 2010. 		At the end of this topic students will be able to: 1. Apply their knowledge and understanding of The British values – Mutual respect and tolerance, diverse national, regional, religious and ethnic identities in the United Kingdom. 2. Understand the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity 3. Develop their skills to be able to use a range of research strategies, weigh up evidence. 4. Make persuasive arguments and substantiate their conclusions. 5. Present reasoned arguments and take informed action. Students will be able to do this by: 1. Evaluating different ways that citizens can act together to solve problems and contribute to society. 2. Articulating and evidencing the importance of further tackling these issues.		At the end of this topic students will be able to: 1. Develop their understanding of the importance of maintaining good physical and mental health. 2. Explore and evaluate what the term 'wellbeing' means. 3. Develop an understanding around factors which can impact on mental health and wellbeing. Students will be able to do this by: 1. Promoting a healthy lifestyle within the wider community and support others to do so. 2. Becoming involved with wellbeing events and charity events at school or within the wider community. 3. Creating an image/outcome of what is meant by a 'healthy lifestyle'.		At the end of this topic students will be able to: 1. Demonstrate an understanding issues relating to our local government. 2. Demonstrate an understanding of what it means to be a 'good citizen'. 3. Demonstrate an understanding of the key topics covered. Students will be able to do this by: 1. Assessing current issues and government campaign, regarding the topics covered. 2. Articulating and evidencing the importance of further tackling these issues. 3. Refining and improving current government campaign materials (UK youth parliament) regarding the topics covered.		At the end of this topic students will be able to: 1. Understand the law relating to these issues. 2. Develop their awareness and understanding of the dangers of these issues. 3. Evidencing understanding of the Law and justice system and relevant topics surrounding this. Students will be able to do this by: 1. Articulating and sharing their findings. 2. Forming their own informed opinions regarding such topics and understanding the consequences of breaking the law regarding such topics. 3. Evidencing their understanding of the support in place regarding these issues.		At the end of this topic students will be able to: 1. Understand where to access the necessary support regarding topics covered, (incl FGM and honour-based violence, forced marriage). 2. Understand the laws regarding consent and have the knowledge and skills needed to be able to challenge any negative pressures. 3. Understand about positive relationships and wellbeing. Students will be able to do this by: 1. Encouraging relationships that foster trust and respect. 2. Sharing, encouraging and setting boundaries to promote safety and wellbeing. 3. Adopting and fostering positive relationships, based on their understanding of the topics covered. 4. Creating a 5-point plan of how to encourage relationships that foster trust, respect, honesty, kindness, generosity and with boundaries.
	Term 1 Careers		• • •		Term 3 Relationships & Me and Taking Care of Myself		Term 4 Democratic Britain		Term 5 Community issues		Term 6 Exam preparation
KS4	Week 1-7 Sept-Oct	HOLIDAY: 1 WEEK	Week 1-7 Nov. Dec	HOLIDAY: 2 WEEKS	Week 1-7 Jan-Feb	HOLIDAY: 1 WEEK	Week 1-6 Mar-Apr	HOLIDAY: 2 WEEKS	Week 1 – 5 Apr-May	HOLIDAY: 1 WEEK	Week 1 – 7 Jun-Jul

Character and Culture Overview 2021-22

Year 11		Personal Pathways and Career Pathways	My employability skills and evidencing them	CVs and covering letters	Applications and interviews	racter develo	(VB Lesson	Careers – diversity, inclusion, equality in the workplace.	Revision	Anti-Bullying and PPE	Anti-Bullying and PPE	Being Financially Literate	Making the most of your money	Being anti-gambling aware	Being anti-fraud aware	bullying (cyber bullying)	Gender identity/Equality	Sexual health and harassment	Healthy relationships – Families	Contraceptive choices	Managing anxiety -mental Health/wellbeing	Democratic and non-democratic government (beyond the	Local, regional and international governance	The UK's relations (Europe, the Commonwealth, the UN	Human rights and international law	The Legal system - UK	How the law helps society deal with complex problems	Heathy me	Substance abuse – the laws, the risks	Alcohol and smoking	ielf-esteem – emotional health and happiness	Dealing with Crime (Knife crime)	E-safety	Aspiration and resilience	Managing exam pressures	:xam revision support	ixam revision support	ixam revision support	'xam revision support	:xam revision support
	Experien Medical Apprenti	Maveri	cks – C	nline P	GroFar resenta	& The B	Big Deb	ate, ing	Experio Debate	ences &	Encount	ers inc.	GroFar	& The E	Big		iences ig Deb		unters	inc. Gro	Far &		erience Far & T						nces & ig Deb	Encou ate	inters i	inc. Gr	oFar		riences Big Deb		ounters	inc. Gr	oFar &	
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Links to Curriculu

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. Careers/Gatsby Benchmark 1

C&C Whole school Values

British Values: Developing their understanding of fundamental British values

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active itizens who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Secondary - (relationship education, RSE & health education) 2019

Respectful relationships, including friendships

the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

74 Secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of **resilience and character** in the individual. These should include character traits such as belief in **achieving goals** and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence, self-awareness

Our stable careers programme includes:

- Character Education
- Self-Awareness and Development
- Career Exploration
- Raising Career Aspirations & Career Management
- Support with researching and applying for GCSE, Post 16 and Post 18 options (Further Education, Higher Education, Apprenticeships and Employment Opportunities)
- Employability Skills (CV, Mock Interview & Work experience)
- Useful career related websites

Link Spanish year 11 term 1-job, career choices and ambitions

Link art year 11 term 1 - A01, A02,A03

STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS

Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

CIT KS4 -responsible citizens, who manage their money well and make sound financial decisions, while developing knowledge functions and mportance of budgeting and managing risk.

C&C Whole school Values

British Values: Developing their understanding of

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citizens who contribute positive to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Nc CIT KS4 2013

L1 Introduction - income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

L2 the legal system in the UK, different sources of law and how the law helps society deal with complex problems -relating to personal finance

L3 income and expenditure.

L4. credit and debt, insurance.

L5 savings and pensions,

L6 financial products and services,

L7 how public money is raised and spent

Link to Art year 11 term 2-A01, A02, A03

Link to photography year 11term 1-A01, A02,

Link to history year 11 term 1-KT1 Weimar Germany

Link to history year 11 term 2-KT2 Rise of Hitler

Link to history year 11 term 3-KT3 Consolidation of Power

Link to history year 11 term 4-KT3 Life in Nazi Germany

Link to English year 11 terms 1 and 2-paper 2

RSHE

STATUTORY GUIDANCE – Internet safety and harms

Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

STATUTORY GUIDANCE – online relationships and online media

Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

Citizenship NC and developing wellrounded citizens who are knowledgeable about the law and how the justice works to keep people safe.

RSHE (2019) healthy lifestyle and promoting healthy living.

British Values: Developing their understanding of fundamental British

Diversity: Developing their understandin and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Secondary - (relationship education, RSE & health education) 2019

97. Physical health and mental wellbeing: Secondary

L1 99 Healthy Eating - how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

101. Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders.

L2 99 Self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

L3 99 Health and prevention - the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

L4 74. Practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

STATUTORY GUIDANCE WELLBEING

Citizenship NC – laws and justice

British values to promote tolerance

C&C Whole school Values

British Values: Developing their understanding of fundamental Brit

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citize who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Nc CIT KS4 2013

L1 other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom

L2 local, regional and international appernance and the

L3 the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world

L4 human rights and international

L5 the legal system in the UK

(including civil and criminal law in England)

L6 different sources of law and how the law helps society deal with complex problems

Link to Art year 11 term 3-AO1, AO2, AO3

Link to photography term 3-A01, A02, A03

Link to history year 11 term 1-KT1 Weimar Germany

Link to history year 11 term 2-KT2 Rise of Hitler

Link to history year 11 term 3-KT3 Consolidation of Power

Link to history year 11 term 4-KT3 Life in Nazi Germany

Level 2 Health and Social care term 1 -understanding human growth and development

Link to English year 11 terms 1 and 2-paper 2

British Values: Developing their understanding of fundamental Britis

Diversity: Developing their understanding and appreciation of diversity

Society: Equipping them to be responsible, respectful, active citize who contribute positively to society

Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Secondary - (relationship education, RSE & health education) 2019

Physical health and mental wellbeing

Health and prevention

L1. Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

 the benefits of regular selfexamination and screening.

• the facts and science relating to immunisation and vaccination.

L2.

Drugs, Alcohol and tobacco.

82 The law

Substance abuse - the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. The physical and psychological consequences of addiction.

Drugs, Alcohol and tobacco.

L3 the physical and psychological consequences of addiction, including alcohol dependency. Awareness of the dangers of drugs which are prescribed but still present serious health risks.

L3 the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Link to Art year 11-term 4-A01, A02, A03

Link to photography term 3-A01, A02, A03

Link to vear 11-

Link to year 11football/handball/hockey/netbal

Level 2 Health and Social Care term 2 – a2 factors affecting growth and development

Level 2 Health and Social Care term 3-B1 different types of life events

B2 coping with change caused by life events

Link to English year 11 terms 1 and 2-paper

L1 **80, 81 96.** Bullying —Internet safety and

Sub theme Including:

Types of bullying

Cyberbullying

Impact of bullying

Bystander intervention

Help for bullying victims

How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Respectful relationships, including

friendships the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

STATUTORY GUIDANCE Respectful relationships

Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get

STATUTORY GUIDANCE Online relationships

Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

Online risks

 $\label{eq:Sub_themes} \mbox{Sub themes included:}$

74 Secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of **resilience and character** in the individual. These should include character traits such as belief in **achieving goals** and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence, self-awareness

Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

Know what to do and where to get support to report material or manage issues online.

- L3 income and expenditure.
- L4, credit and debt, insurance,
- L5 savings and pensions,
- L6 financial products and services,
- L7 and how public money is raised and spent

Know how to recognise the early signs of mental wellbeing concerns

STATUTORY GUIDANCE internet safety and harms

Know the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media.

L5 80, 81 9. More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminatingly. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online.

L5 102 The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included.

L6 Physical health and mental wellbeing: Secondary

Internet safety and harms - the risks related to online gambling including the accumulation of debt.

L7 Respectful relationships, including friendships. 102, 103

the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

Families - how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Level 2 Health and Social Care term 2 – a2 factors affecting growth and development

Level 2 Health and Social Care term 3-B1 different types of life events

B2 coping with change caused by life events

Link to English year 11 terms 1 and 2-

Mental wellbeing

L4. Mental Health – How to have conversations about mental health, happiness is linked to being connected with others, recognise the sign of mental health, support for mental health and how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

NC CIT 2013

The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.

L5.NC CIT 2013

76 – Secondary - (relationship education, RSE & health education) 2019

The legal system in the UK, different sources of law and how the law helps society deal with complex problems.

Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

L6. E-Safety — (**80 81 82** The law

 $including \ sexting/Pornography) \\$

The impact of viewing harmful content. That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

RSE:

RSHE (2019) — how to life a healthy lifestyle, sexual harassment.

C&C Whole school Values

British Values: Developing their understanding of fundamental British values

Diversity: Developing their understanding and appreciation of diversity OPPORTUNITIES AND RESPONSIBILITIES

Opportunities online

Digital citizenship

Digital footprint

Rules about online behaviour

RISKS ONLINE

Online risks

How data is generated and used

Sharing material online

Removing material online

Risks of unknown people online

HARMFUL CONTENT

Impacts of viewing harmful content

Pornography and the law

Indecent images of children

SUPPORT AND REPORTING

Strategies to manage online issues

Right to ask for help

When to get support

Where to get support

Reporting content/conduct

Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online

Know how information and data is generated, collected, shared and used online.

Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

Know not to provide material to others that they would not want shared further and not to share personal material which is sent to

Know what to do and where to get support to report material or manage issues online.

L2 75 Gender identity/sexuality

82 The law

how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). That in school and in wider society they can expect to be treated with respect by others, and that in

			Society: Equipping them to be	turn they should show due respect to others,
			responsible, respectful, active citizens	including people in positions of authority and
			who contribute positively to society	due tolerance of other people's beliefs.
			Cultural respect: Celebrating what	Respectful relationships, including
			we have in common and promoting	friendships
			respect for the different protected	The number
			characteristics as defined in law	STATUTORY GUIDANCE - Respectful
			characteristics as defined in law	relationships
			Secondary - (relationship	
			education, RSE & health education)	Know how stereotypes, in particular
			2019	stereotypes based on sex, gender, race,
				religion, sexual orientation or disability, can
			Physical health and mental	cause damage (e.g. how they might
			wellbeing	normalise non-consensual behaviour or
			11.00.01.04 P.H.: Julyanal	encourage prejudice).
			L1 80, 81 96. Bullying —Internet safety and harms	Know that in school and in wider society
			sarery and narms	they can expect to be treated with respect by
			How to identify harmful behaviours	others, and that in turn they should show
			online (including bullying, abuse or	due respect to others, including people in
			harassment) and how to report, or	
			find support, if they have been	positions of authority and due tolerance of other people's beliefs.
			affected by those behaviours.	omer people's beliefs.
			and any mose sometions.	Know the legal rights and responsibilities
			Respectful relationships, including	regarding equality (particularly with
			friendships the different types of	reference to the protected characteristics as
			bullying (including cyberbullying),	defined in the Equality Act 2010) and that
			the impact of bullying,	everyone is unique and equal.
			responsibilities of bystanders to	
			report bullying and how and where	82 RSE 2019 on sexuality
			to get help.	
				Know the importance of respecting others,
			L2 75 Gender identity/sexuality	even when they are very different from them
				(for example physically, in character,
			82 The law	personality or background), or make
				different choices or have different
			how stereotypes, in particular	preferences or beliefs.
			stereotypes based on sex, gender,	
			race, religion, sexual orientation or	
			disability, can cause damage (e.g.	
			how they might normalise non-	STATUTORY GUIDANCE – Respectful
			consensual behaviour or encourage	relationships
			prejudice). That in school and in	Schools should continue to develop knowledge
			wider society they can expect to be treated with respect by others, and	on topics specified for primary as required
				and in addition cover the following content by
			that in turn they should show due respect to others, including people in	the end of secondary
			positions of authority and due	ine end of secondary
			tolerance of other people's beliefs.	Sub themes included:
			roterance of other people's beliefs.	
			Respectful relationships, including	Respecting difference
			friendships	
			•	Stereotypes damage individuals/encourage
			L3 78 That some types of behaviour	<u>prejudice</u>
			within relationships are criminal,	Desire the size of test according
			including violent behaviour and	Respect and tolerance
			coercive control. What constitutes	Equality Act 2010
			sexual harassment and sexual	<u> </u>
			violence and why these are always	L3 78 That some types of behaviour within
			unacceptable.	relationships are criminal, including violent
				behaviour and coercive control. What
			L4 69 81 Healthy relationships –	constitutes sexual harassment and sexual
			Familias shot shows 1995	violence and why these are always
			Families - that there are different	unacceptable.
			types of committed, stable	·
			relationships' how these relationships	STATUTORY GUIDANCE – respectful
			might contribute to human happiness	relationships
			and their importance for bringing up	
			children.	Schools should continue to develop knowledge
			82. The law - marriage	on topics specified for primary as required
			oz. me iaw – marriage	and in addition cover the following content by
			sexual relationships, including	the end of secondary
			sexual health	Cult all annual faul.
				Sub themes included:
Links to DCUE 2010 Cuidence Citicanship	National Comissions 2012 CNASC and Builtish Value			

				L5 71 Contracep	tion choices –	Boundaries, privacy, consent
					reproductive health,	Conflict and reconciliation
				impact of lifestyl		<u>Criminal behaviour –</u>
				men and women	and menopause.	sexual assault
				the facts about the	ne full range of Dices, efficacy and	stalking and harassment
				options available		coercive and/or controlling behaviour
				82 The law – Co	onsent and abortion.	<u>blackmail</u>
				83 97. Physical wellbeing: Seco	health and mental	Sexual Violence
				L6 Mental wellbe	eing	Sextual harassment
				how to talk abou		
				accurately and s		Know the characteristics of positive and healthy friendships (in all contexts, including online)
					is linked to being	including: trust, respect, honesty, kindness,
				connected to other		generosity, boundaries, privacy, consent and the management of conflict, reconciliation and
				how to recognismental wellbeing	se the early signs of concerns.	ending relationships. This includes different (non-sexual) types of relationship.
				• common types of (e.g. anxiety and	of mental ill health	Know that some types of behaviour within relationships are criminal, including violent
				Link french year	11 term 2-social	behaviour and coercive control.
				issues		STATUTORY GUIDANCE - Sexual Health
				A03, A04	term 5- A01, A02,	Sexual relationships and sexual health
					phy term 3-A01,	Healthy intimate relationships
				A02, A03		Diversity of intimate relationships
					nd Social care term g human growth	
				and developmen		Good communication
				Link to English y 2-paper 2	rear 11 terms 1 and	Sex in intimate relationships
				Secondary - (rele	gtionship	Choosing to not to have sex
				education, RSE 8	& health education)	Intimacy without sex
				2019		When relationships end
				Physical health wellbeing	and mental	
				STATUTORY GU	IDANCE -Health	Sexual consent and the law
				and prevention		UK legal age of consent
					ontinue to develop pics specified for	Freedom and capacity to consent
				primary as requi	red and in addition ng content by the	When consent is not possible
				end of secondary		Checking for consent
				Sub themes:		People in a position of trust
				Dental health		
				Tooth decay and	gum disease	Identifying and managing sexual pressure
				Preventing plaqu	ue build up	Sources of sexual pressure
				Flossing and inte	rdental cleaning	Recognising sexual pressure
				Sugar and denta	ıl health	Managing sexual pressure
				The immune syste	<u>em</u>	Not pressuring others
		l				

	Vaccination	2	
	<u>Self-examin</u> examination		t they have a choice to delay sex or intimacy without sex
	Breast self-c	examination Know how	w to recognise the characteristics and
	Skin self-ex	<u>amination</u> relationsh	rips, which include mutual respect,
	Screening		oyalty, trust, shared interests and sex and friendship.
	Smear tests	Know that	t there are a range of strategies for
	Types of scr		g and managing sexual pressure, understanding peer pressure, resisting
	Sleep		and not pressurising others.
	STATUTOR adolescent	body affected	t all aspects of health can be by choices they make in sex and nips, positively or negatively, e.g.
	Sub themes	physical,	emotional, mental, sexual and
	The brain d	uring puberty	tive health and wellbeing.
	Managing (w the use of alcohol and drugs can isky sexual behaviour.
	Managing s		w the different sexually transmitted (STIs), including HIV/AIDs, are
	Diversity of	developing bodies transmitte	ed, how risk can be reduced through
	Hygiene du		(including through condom use) and rance of and facts about testing.
	Menstrual v	impact th	out the prevalence of some STIs, the ey can have on those who contract key facts about treatment.
	including bo are spread,	treatment and where to	get further advice, including how and access confidential sexual and tive health advice and treatment.
	antibiotics. • about den	tal health and the	at constitutes sexual harassment and olence and why these are always able.
	dental flossi	good oral hygiene and ng, including healthy	Healthy relationships —
	dentist.	committee	- that there are different types of d, stable relationships' ow these
	• the benef	its of regular self- n and screening. relationsh happines	nips might contribute to human s and their importance for bringing up
		and science relating to and vaccination.	aw — marriage
	STATUTOR WELLBEING	Y GUIDANCE STATUTO	DRY GUIDANCE – Respectful
	Know how	to recognise the early	
		on topics	hould continue to develop knowledge specified for primary as required
	L2	the end o	ddition cover the following content by of secondary
		ohol and tobacco. Sub them	es included:
	STATUTOR Alcohol and	Y GUIDANCE Drugs	and healthy friendships
		uld continue to develop Respect	
	primary as		g difference
	cover the fo	Illowing content by the ndary Conflict of	and reconciliation
	Sub themes		elationships
	Drugs	Stereoty	oes damage individuals/encourage
	About drug	<u>prejudice</u>	:
of Curriculum 2012 SMSC and British Values			

And Andread Allegan and Controlled Andread Allegan Allegan And				medicines (prescribed and 'over the	Respect and tolerance
The state of the part of the p				counter')	Equality Act 2010
thank diver. Achieves for the control for the				(e.g. alcohol, tobacco, caffeine)	
mentioned built are sectioned as the control of the				illegal drugs	including: trust, respect, honesty, kindness,
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Branch of the post				Health risks of illegal drugs	
Internal divines and model houlds Demons of Not demonstrated Hougand from an off to vice Trend should and divines Hougand from an off to vice Trend should and divines Hougand from an off to vice Trend should and divines House regard and from a should be presented and should be presente				Drug risks awareness	Know practical steps they can take in a range
Times of these consistence and these and designed immediated and consistence and these and designed immediated and consistence and these and consistence and the consi				Illegal drugs and mental health	of different contexts to improve or support
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This interest of illicial flows This interest of illicial flows The state of the part of the interest of the				Travel abroad and drugs	
Passetjation drops risks Druss, cities and lifecat analysis BRUSS/ACCHIS/ICHACCO Six humans included: Jackson Hemma from indused: Simulation inside the six analysis and inside the six and inside the six analysis and insi				Impact of drug convictions	
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Sub-thrones included: Tablesco Harms from tab					
Tabaca Hamm from histers Smakinn risks and denners Stepping ameking Bentille of atopping ameking Bentille of atopping ameking Bentille of atopping ameking Alsochall Shart-turn health risks of alcohal Lone turn health risks of alcohal Parchological risks of alcohal Enveloped of the control of th					including fertility, and the potential impact of
Hums have beezes Smeking risks and denger: Stepping anabing Banelits of s					
Smaking fields, and dangers Stassins analysis Benefits at stassins makins Rendits at stassins makins Alcabol Shookern health risks at slacked Longern health risks at slacked Longern health risks at slacked Parchologated risks of slacked Parchologated risks of slacked Rom development and alcabel Lower risk alcobal convention Substance us and functioning The third development and alcabel (2) Years are faces class to lange and littled days and their and slacked risks, including the link between days and their and slacked risks, including the link between days and their and stated risks, including the link between days and their and stated risks, including the link between days and their and stated risks, including the link between days and their and stated risks, including the link between days and fines and the stated risks, including the link and recent of the same consecutions and should be and and alleged days and their and alleged days and their and alleged days and their and					
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associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. L2 Know the law relating to the supply and possession of illegal substances. Have an awareness of the dangers of drug which are of the dangers of drug which are of the dangers of drug which are of the dangers of					
associated risks, including the link to serious mental health conditions. L2 Know the law relating to the supply and possession of illegal substances. Have an awareness of the dangers of drugs which are prescribed but still present serious health risks.				associated risks, including the link	
conditions. L2 Know the law relating to the supply and possession of illegal substances. Have an awareness of the dangers of drugs which are prescribed but still present serious health risks.				associated risks, including the link	
supply and possession of illegal substances. Have an awareness of the dangers of drugs which are prescribed but still present serious health risks. Contraception and sexual health advice Right to sexual health services Contraception and sexual health services Contraception and sexual health advice Right to sexual health risks.					STI treatment
Have an awareness of the dangers of drugs which are prescribed but still present serious health risks.				supply and possession of illegal	Contraception and sexual health advice
of drugs which are prescribed but still present serious health risks.					Right to sexual health services
Contraceptive choices				of drugs which are prescribed but	Contraception
				siiii pieseiii seiious iiediiii fisks.	Contraceptive choices

		L3 Know the physical and	Emergency contraception
		psychological risks associate	
		alcohol consumption and w	
		constitutes low risk alcohol	Condom choice
		consumption in adulthood.	<u></u>
		L3 Know the facts about the	
		from smoking tobacco (part the link to lung cancer), the	
		benefits of quitting and hov	
		access support to do so.	Individual development
		L2/3 Know the physical and	Fertility and reproduction
		psychological consequence	
		addiction, including alcohol	
		dependency.	How health can affect fertility
		Mental wellbeing	Fertility and menopause
		L4. Mental Health – How to	
		conversations about mental h happiness is linked to being	ealth, Pregnancy signs
		connected with others, recogn	
		sign of mental health, suppor	t for Pregnancy testing and support
		mental health and how to cri evaluate when something the	
		are involved in has a positive	Or Wallbaing during /after areanguer
		negative effect on their own	or <u>vveilbeing during/after pregnancy</u>
		others' mental health. The be and importance of physical e	
		time outdoors, community	Notice September 1
		participation and voluntary of	
		service-based activities on m wellbeing and happiness.	
		NC CIT 2013	Making decisions about pregnancy
			Abortion
		The different ways in which of can contribute to the improve	
		their community, to include th	e la companya di managaran di man
		opportunity to participate ac	
		community volunteering, as wother forms of responsible as	ivity.
			00 07 PL 1 LL III L 1
		STATUTORY GUIDANCE – M Wellbeing	wellbeing: Secondary
			L6 Mental wellbeing
		Know how to talk about the	ir Lo Meniai welibeling
		emotions accurately and sensitively, using appropria	how to talk about their emotions accurately
		vocabulary.	and sensitively, using appropriate vocabulary.
		Know that happiness is link	• that happiness is linked to being connected to
		being connected to others.	others.
		Know how to recognise the	• how to recognise the early signs of mental
		signs of mental wellbeing	wellbeing concerns.
		concerns.	common types of mental ill health (e.g.
		Know common types of me	ntal ill anxiety and depression).
		health (e.g. anxiety and depression).	STATUTORY GUIDANCE – Mental Wellbeing
			wellbeing and happiness
		Know how to critically eval when something they do or	<mark>uate</mark>
		involved in has a positive o	on topics specified for primary as required
		negative effect on their own	and in addition cover the following content by
		others' mental health.	the end of secondary
		Know the benefits and imp	
		of physical exercise, time o community participation an	
		voluntary and service-base	
		activities on mental wellbei	
		happiness 	

					Common types of mental ill health
				L5. NC CIT 2013	<u>Understanding anxiety</u>
				76 – Secondary - (relationship education, RSE & health education) 2019	Critically evaluate mental wellbeing Build on positive wellbeing factors
				The legal system in the UK, different sources of law and how the law helps society deal with complex problems.	Know how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
				Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual	Know that happiness is linked to being connected to others.
				respect and understanding. STATUTORY GUIDANCE — respectful	Know how to recognise the early signs of mental wellbeing concerns.
				relationships Know that some types of behaviour	Know common types of mental ill health (e.g. anxiety and depression).
				within relationships are criminal, including violent behaviour and coercive control.	Know how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
				STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Know the benefits and importance of physical exercise, time outdoors, community participation and voluntary and servicebased activities on mental wellbeing and happiness
				L6. E-Safety — (80 81 82 The law	
				STATUTORY GUIDANCE internet safety and harms	
				Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary	
				Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	
				STATUTORY GUIDANCE Online and media	
				Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary	
				Sub themes included:	
				OPPORTUNITIES AND RESPONSIBILITIES	
				Opportunities online	
				<u>Digital citizenship</u>	
				<u>Digital footprint</u>	

		Rules about online behaviour
		RISKS ONLINE
		Online risks
		How data is generated and used
		Sharing material online
		Removing material online
		Risks of unknown people online
		HARMFUL CONTENT
		Impacts of viewing harmful content
		Pornography and the law
		Indecent images of children
		SUPPORT AND REPORTING
		Strategies to manage online issues
		Right to ask for help
		When to get support
		Where to get support
		Reporting content/conduct
		Know their rights, responsibilities and opportunities online, including
		that the same expectations of
		behaviour apply in all contexts, including online.
		Know about online risks, including
		that any material someone provides to another has the
		potential to be shared online and the difficulty of removing
		potentially compromising material placed online.
		Know how information and data is
		generated, collected, shared and
		used online.
		Know about online risks, including that any material someone
		provides to another has the potential to be shared online and
		the difficulty of removing potentially compromising material
		placed online.
		Know not to provide material to
		others that they would not want shared further and not to share
		personal material which is sent to them.
		Know the impact of viewing
		harmful content.
		Know that specifically sexually explicit material e.g. pornography
		presents a distorted picture of
		sexual behaviours, can damage

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				the way people see themselves in
				relation to others and negatively
				affect how they behave towards
				sexual partners.
				Know that sharing and viewing
				indecent images of children
				(including those created by
				children) is a criminal offence
				which carries severe penalties
				including jail.
				Know what to do and where to get
				support to report material or
				manage issues online.

Intended Impact

At the end of this topic students will be able to:

- 1. Develop their knowledge of Careers and their future options.
- 2. Develop their understanding of a personalised Careers Pathway and routes.
- 3. Develop their understanding of how to prepare for their next future Careers route, and effectively communicate with potential employers.

Students will be able to do this by:

- 1. Selecting an informed further education option.
- 2. Applying and enrolling on a suited educational course.
- 3. Creating an effective C.V and covering letter to be developed further, after they leave school.

At the end of this topic students will be able to:

- 1 Develop an understanding of income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent
- 2. Develop skills, use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate conclusions.
- 3.Understand how to manage money well and make sound financial decisions.

Develop their skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Students will be able to do this by:

- Use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions.
- Evaluate different ways that they as citizens can solve money management problems and contribute positively to society.
- Give informed advice on how to manage money well and make sound financial decisions, and know how and where to access financial help and support.

At the end of this topic students will be able to:

- Develop their understanding of the importance of maintaining good physical and mental health.
- 2. Explore and evaluate what the term 'wellbeing' means.
- 3. Develop an understanding around factors which can impact on mental health and wellbeing.

Students will be able to do this by:

- Promoting a healthy lifestyle within the wider community and support others to do so.
- 2. Becoming involved with wellbeing events and charity events at school or within the wider community.
- 3. Creating an image/outcome of what is meant by a 'healthy lifestyle'.

At the end of this topic students will be able to:

To know about local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.

To understand the legal system in the UK, different sources of law and how the law helps society deal with complex problems.

To understand about human rights and international law.

Students will be able to do this by:

- 1. Develop their skills to be able to use a range of research strategies regarding the topics covered
- 2. Reflect on the topics covered in a well-informed way.
- 3. Evaluating the importance of adhering to the law and how the law helps society deal with complex problems.

At the end of this topic students will be able to:

- 1. Understand the law relating to these issues.
- 2. Develop their awareness and understanding of the dangers of these issues.
- 3. Evidencing understanding of the Law surrounding relevant topics surrounding this.

Students will be able to do this by:

- 1. Articulating and sharing their findings.
- 2. Forming their own informed opinions regarding such topics and understanding the consequences of breaking the law regarding such topics.
- 3. Evidencing their understanding of the support in place regarding these issues.

RSE:

- . Demonstrate an understanding of what is meant by 'good' health and physical & mental wellbeing.
- 2. Learn about Sexual Health, relationships.
- 3. To demonstrate an understanding of healthy relationships.

Students will be able to do this by:

- 1. Completing a self-assessment, stating their confidence levels regarding topics covered.
- 2. knowing where and who to go to for support and guidance, when they need it.
- 3. Evidencing knowledge and understanding of the key topics taught.
- 4.Evaluating how we can develop our levels of physical, mental health and wellbeing.