

Armthorpe Academy – PSHE Department ‘Scheme of Learning’

For the benefit of this document Learning Outcomes:

- Are measurable and capable of being assessed
- Are learner-centric
- Must be based on the desired outcome of the educational activity
- Provide measurable evidence of progress in closing the practice gap
- Are an outcomes-based approach
- Are explicit descriptions of what a learner should know, be able to apply and/or be able to do as a result of participating in the educational activity
 - Frame the context for objectives (why is it important to “list”, “discuss” or “state” information?)

RSE 2020 Frame work

Families

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- 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.
- 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, 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 turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- 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
- 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

Online and media

Pupils should know:

- 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
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example 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
- how information and data is generated, collected, shared and used online

Being safe

Pupils should know:

- 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

Intimate and sexual relationships, including sexual health

Pupils should know:

- 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
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- 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)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- 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
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion

- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

2024 proposed updates – Scheme of learning reflects these new change

1. Schools should not teach about the broader concept of gender identity- proposed scheme of learning to reflect this
2. New RSHE guidance gov.uk: In secondary school, issues regarding sexual harassment shouldn't be taught before year 7, direct references to suicide before year 8 and any explicit discussion of sexual activity before year 9 – proposed scheme of learning reflect this
3. When new guidelines get published at end of 2024 NFO to work with SHA to look at embedding new content

Year 7 (2 lessons per fortnight)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Who am I: Citizenship							Citizenship							Self care					Self care					Peer influence, substance use and gangs					Careers and Employability									
Learning Outcomes	<p>Lessons and Objectives 1 - What does it mean to be a student at an Armthorpe Academy? Students will understand how being a student at Armthorpe can benefit them, help them develop into a well-rounded individual and know how they fit in to the Consilium family.</p> <p>2 - Who am I? Who am I becoming? Students will understand how to succeed at secondary school and how their behaviour can impact their future.</p> <p>3. Puberty Student to know that changes to the body and where to go to for help</p> <p>4 - What makes a good friend? Students will know how to behave towards others and when they are experiencing poor friendships.</p> <p>5- How do we communicate effectively?</p>							<p>Lessons and Objectives 1- What is prejudice? To know the difference between prejudice and discrimination and how both link to bullying.</p> <p>2- What is discrimination? To understand why prejudice and discrimination are harmful</p> <p>3- What are Human Rights? To explore what Human Rights are and why they are important</p> <p>4- What are Individual Liberties? To know what individual liberty means and to explain everyone's right to individual liberty</p> <p>5- Children's rights To know the rights that children have under</p>							<p>Lessons and objectives 1. Online Privacy Describe how to keep our information private online Explain why it is important that we keep our information safe online</p> <p>2. Online gaming safety Describe the dangers of online gaming Explain the consequences of online gaming</p> <p>3. Fake News Describe what fake news is Explain the problems caused by fake news and misinformation</p> <p>4. Radicalisation and Prevent I Describe what radicalisation is and the Prevent strategy Explain why radicalisation is incredibly dangerous</p>					<p>Lesson and Objectives 1. What is FGM? To understand what FGM is To explain the negative effects on physical and mental wellbeing</p> <p>2. Risk taking behaviour To understand what risk-taking behaviour is To explain how it can both positively and negatively impact on our lifestyles</p> <p>3. Identifying anxious feelings To understand the types of emotions we have and when to recognise if they are problematic To understand when and where someone can seek support for their mental wellbeing</p> <p>4. Happiness To understand where happiness comes from</p>					<p>Lessons and objectives 1. Anti social behaviour: Understand the difference between different types of crime including anti social behaviour. Punishments and example</p> <p>2 Gangs; Understand the what gangs are, why people get involved, problems and prevention</p> <p>3. Knife crime Explain a what happened if found in the possession of a knife, case studies, sentences and LT implications</p> <p>4. Drugs and Alcohol Investigation on drugs and alcohol. Possession, supply and sentencing. Health implications .</p> <p>Knowledge and outcomes What anti social behaviour is and sentencing</p>					<p>Lessons and objectives</p> <p>1. How should we study? To describe different strategies of how to revise To practice different strategies of revision to make informed decisions of how to do this independently</p> <p>2. What are my skills and strengths? To describe what our skills and strengths are To explain how we can use these skills and strengths to make us effective learners and workers</p> <p>3. How can my hobbies support my skills? To describe how hobbies have an impact on our soft skills To explain what hobbies we have and how we can use this to develop ourselves further</p> <p>4. How do I make ambitious but achievable goals? To describe what a SMART target is To create SMART targets for things that we</p>									

<p>Students will know how to communicate effectively with others and understand how poor communication can affect relationships.</p> <p>6- What is bullying? Students will understand what bullying is, why it happens, where to go for support and how to tackle it.</p> <p>7 - Who are our friends online? Students will understand how to stay safe online and how to gauge if someone could be untrustworthy.</p> <p>7 - What is equality? Students will understand what equality is, know what the law is, how to behave and what equality looks like in practice. They will be able to identify where there is inequality and what to do about it.</p>	<p>The European Convention and in UK law and to know where to get help of those rights are not being met.</p> <p>6- Roles and responsibilities To explain what responsibility is and why it is important to be responsible.</p> <p>7- Volunteering. To explain what a volunteer is and identify ways that volunteering benefits a community.</p>	<p>5. Radicalisation and Prevent II Describe how to identify someone trying to radicalise ourselves and others</p> <p>6. Online Literacy and Responsibility Describe our responsibilities when it comes to our behaviour online</p>	<p>To describe strategies that can support us in living happily</p> <p>5. Mental Health and the Internet To describe the unintended consequences of the internet and the effect on mental wellbeing To explain the types of strategies that can be implemented to reduce the unwanted consequences on mental wellbeing</p> <p>6. Support for mental health To describe where someone can go for support for their mental wellbeing To explain why someone might go to this particular provision for support</p> <p>Aims/outcomes Knowledge -To understand the positives and negatives of risk taking and how risk taking might be right for an individual -To understand how we can make ourselves happy and encourage positive feelings -To understand how the internet can impact on our mental health and strategies to minimise this -To know where to go for support and help when struggling with upsetting feelings</p> <p>Skills -To identify when we might have anxious or upsetting feelings and how to manage these effectively -Signposting support -Explaining to others how to show self control</p>	<p>What are gangs, short and long term effects. Punishments via law</p> <p>What is knife crime, statistics, case studies and prevention</p> <p>Drugs and alcohol. Classifications, punishments, health and social implications</p>	<p>want to achieve and create plans to support this</p> <p>5. Challenging expectations and stereotype about future employment To describe what a work stereotype is To explain how this may impact on the workplace in future To explain how to effectively tackle expectations from others</p> <p>Aims/outcomes Knowledge</p> <ul style="list-style-type: none"> •Know different strategies to support with studying and revision •Understand different strategies to support with studying and revision •Describe hard and soft skills •Know the skills they already have and which they need to continue developing •Describe how they can continue developing their skills and strengths in soft skills •Describe what a goal is •Describe how to create a SMART goal and make a plan towards this •Describe what a stereotype in the workplace is and how this impacts on others <p>Skills</p> <ul style="list-style-type: none"> •Create a SMART goal •Plan to reach this goal •Tackle expectations
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				-Staying safe and supporting others in staying safe		
Assessment	<p>Relevant end points</p> <ul style="list-style-type: none"> • Students will have a sound knowledge of consent. • Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship. • Students will understand the challenges that different relationships face. <p>Relevant core concepts</p> <ul style="list-style-type: none"> • Consent <ul style="list-style-type: none"> ➢ Students will start each lesson/unit with a baseline assessment. ➢ They will return to this at various points during the lesson and the unit and add what they have learnt. ➢ This model will allow subject teachers and leaders to evaluate the progress that has been made. ➢ Lessons will begin with a Fast 5 & include both cold and warm retrieval. ➢ Students will be able to articulate this when leaders visit lessons on learning walks. ➢ End of unit formatives 	<p>Students will start each lesson/unit with a baseline assessment.</p> <ul style="list-style-type: none"> •They will return to this at various points during the lesson and the unit and add what they have learnt. •This model will allow subject teachers and leaders to evaluate the progress that has been made. •Lessons will begin with a Fast 5 & include both cold and warm retrieval. •Students will be able to articulate this when leaders visit lessons on learning walks. •End of unit formatives 	<p>Relevant end points</p> <ul style="list-style-type: none"> • Seeking support <p>Relevant core concepts</p> <ul style="list-style-type: none"> •Students will understand how a person’s mental health can have an impact on their day to day lives and where to seek support. •Students will have an awareness of the different strategies required to deal with stressful situations. . Students will start each lesson/unit with a baseline assessment. •They will return to this at various points during the lesson and the unit and add what they have learnt. •This model will allow subject teachers and leaders to evaluate the progress that has been made. •Lessons will begin with a Fast 5 & include both cold and warm retrieval. •Students will be able to articulate this when leaders visit lessons on learning walks. •End of unit formatives 	<p>Students will start each lesson/unit with a baseline assessment.</p> <ul style="list-style-type: none"> •They will return to this at various points during the lesson and the unit and add what they have learnt. •This model will allow subject teachers and leaders to evaluate the progress that has been made. •Lessons will begin with a Fast 5 & include both cold and warm retrieval. •Students will be able to articulate this when leaders visit lessons on learning walks. •End of unit formatives 	<p>Students will start each lesson/unit with a baseline assessment.</p> <ul style="list-style-type: none"> • They will return to this at various points during the lesson and the unit and add what they have learnt. • This model will allow subject teachers and leaders to evaluate the progress that has been made. • Lessons will begin with a Fast 5 & include both cold and warm retrieval. • Students will be able to articulate this when leaders visit lessons on learning walks. • End of unit formatives 	<p>Assessment</p> <p>The intention is for assessment to be ongoing throughout delivery.</p> <ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. • Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. • Skills Activities available at each phase of learning with Model Answers. Application activities using big statements to discuss and answer • Reflection and Improvement triggers built into lessons. • Plenary to book-end in lesson assessment of knowledge acquisition. • End of unit formative for each half term +
Gatsby / SMSC	Students will understand how to succeed at secondary school and how their behaviour can impact their future.		<p>Social -</p> <p>Moral -</p> <p>Spiritual -</p> <p>Cultural -</p>			

Year 8 (2 lessons per fortnight)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Citizenship							Citizenship							Healthy Relationships							Personal health and wellbeing						Families						Drugs and Alcohol					
Learning Outcomes	<p>Lessons and Objectives</p> <p>1. What is respect? How do we see each other as humans? To describe what respect is To explain how we can show respect to those around us</p> <p>2. Inequalities in society: The law regarding inequality in the UK and the realities To describe what the Equality Act 2010 is To explain how this Act supports those to be treated fairly and equally to others</p> <p>3. Inequalities in society: Racism, Sexism, Homophobia/transphobia To describe what racism/sexism/homophobia and transphobia are To explain why these inequalities, have a profound effect on individuals mental health and their place within society</p> <p>4. Inequalities in society: Challenging others respectfully To describe how we can challenge other people in a positive way To practice challenging people respectfully</p> <p>5. Inequalities in society: Where do we go and who do we speak to about inequality? To describe what should happen if there are inequalities in society and where support can be sought</p> <p>6. Inequalities in society: The wealth divide To describe what the wealth divide is To explain the impact the wealth divide has on people in Britain</p> <p>7. Diversity in Britain and creating a fairer society To describe what types of things can be done to create a fairer society</p> <p>Aims/outcomes Knowledge</p>							<p>Lessons and Objectives</p> <p>1. What happens when a person is arrested? Describe what happens when a person is arrested Explain how this leads to involvement in the criminal justice system</p> <p>2. How does the criminal justice system work? Describe what happens after a person is arrested Explain how behaviour is punished through a court of law</p> <p>3. Why do some people commit crime? Describe the factors that may lead someone to commit a crime Explain what strategies can be used to stop people from committing crimes</p> <p>4. Prison and Punishment Describe the purpose of prison and other punishments Explain the likelihood of prison and other types of punishment</p> <p>5. Why might someone become involved in gangs? Describe what county lines is Explain how people become involved with county lines Explain how the change of roles within a family may affect people and where support can be sought</p> <p>6. County lines; spotting the signs Describe the types of strategies that are used to coerce someone into county lines</p> <p>7. Staying safe online Describe the dangers and online risks Explain how to manage yourself online safely</p>							<p>Lessons and objectives</p> <p>1. Family Relationships Explore the different types of family relationships in the UK. Consider the roles of marriage, civil partnerships, cohabitation and long-term relationships. Keystone word(s): nuclear family, extended family, reconstituted family, single parent family, same sex family</p> <p>2. Love Explore what is meant by love and how healthy relationships can vary. Explore that love isn't just romantic love, but that instead lots of different relationships can be very rewarding. Keystone word(s): healthy relationships, unhealthy relationships</p> <p>3. Gender Stereotypes Explore students' understanding of gender and explore the consequences of gender stereotypes. Keystone word(s): gender stereotyping, bullying</p> <p>4. Racism Explore racism, racist attitudes as learned attitudes and the impact of institutional racism, Keystone word(s): racism, institutional racism</p> <p>5. Boundaries Explore personal boundaries and how they help us when establishing healthy relationships. Keystone word(s): boundaries</p> <p>6. Negative Behaviour in Relationships Explore what is meant by negative behaviour in relationships, explore what broken boundaries might suggest about relationships, how to report concerns and what can be done about negative behaviour in relationships. Keystone word(s):</p>							<p>Lesson and Objectives</p> <p>Lesson 1: Emotional Wellbeing Explore the impact of emotional wellbeing on an individual and the external factors that impact an individual's emotional wellbeing. Keystone word(s): emotional wellbeing</p> <p>Lesson 2: Resilience and Reframing Failure Explore resilience and reframing failure. Explore how resilience might look and the ways that people can demonstrate resilience. Keystone word(s): emotional wellbeing, resilience, failure</p> <p>Lesson 3: Unhealthy Coping Strategies Explore how people use unhealthy coping strategies and the impact that have. Explore self-harm and why people may use self-harm as a coping strategy. Keystone word(s): self-harm, unhealthy coping strategies, self-injury</p> <p>Lesson 4: Recognising mental ill-health and when to get help Explore mental health and emotional wellbeing that will help students to recognise that someone might need help and support for mental health concerns. Keystone word(s): mental illness, depression, anxiety</p>						<p>Lessons and objectives</p> <p>1. Different types of relationships Identify the different types of stable relationships in the UK today •Describe the statistics around different family types in the UK today Explain why some family types may feel excluded in the UK today and evaluate how we could be more inclusive of all family types</p> <p>2. The legality of marriage: separation, divorce and cohabitation Identify the statistics surrounding marriage, divorce and cohabitation Describe the legalities surrounding marriage, separation and divorce Explain the difference between cohabitation and marriage and the challenges this may present in law</p> <p>3. Separation and divorce: what is the purpose and impact on families? Identify reasons couples may choose to separate and/or divorce Explain the impact both positive and negative this may have on families</p> <p>4. The effects of change: loss and bereavement Identify the feelings that loss and bereavement may have on people within a family</p>						<p>Lesson and objective</p> <p>1. Drugs Explore the impact of medical and recreational drugs and the consequences of the over-consumption of caffeine and energy drinks. Keystone word(s): drug, medicine, recreational drugs</p> <p>2. Drug misuse Explore how to use prescription medications safely and understand how drug habits and dependence occurs. Keystone word(s): addiction, dependence, substance abuse, substance misuse</p> <p>3. Smoking Explore the risks of tobacco and nicotine and develop strategies to manage influences in relation to substance use. Keystone word(s): nicotine, tobacco, peer pressure, peer influence</p> <p>4. Vapes Explore what vapes are, dangers and the law</p> <p>5. Alcohol Explore the risks of alcohol and develop strategies to manage influences in relation to substance use. Keystone word(s): alcohol</p> <p>6. Accessing support Explore here to go for help with drugs and alcohol misuse</p> <p>Aims and outcomes</p> <ul style="list-style-type: none"> •To evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use •Strategies to manage a range of influences on drug, alcohol and tobacco use, including peers 					

<ul style="list-style-type: none"> •Linking to Year 7 units on prejudice and discrimination and to be able to describe what respect is •Students should be able to describe inequalities in society and what laws are in place to prevent inequalities e.g. Human Rights, the Equalities Act 2010. Specific focus should be given to homophobia/transphobia, racism and sexism and identifying where in society there are still issues e.g. gender wage gap, #Timesup movement, BLM movement, race and ethnicities in top companies and politics, JK Rowling and transphobia row and why these are damaging in modern Britain and elsewhere- Link to Y9 RE • Students should be able to describe where they can seek support in school and wider society where they believe that there are inequalities • Students should be able to describe the wealth divide in Britain e.g. top 1% earnings, North/South divide, the life chances of people in poverty compared to wealth 	<p>8. How much screen time is too much?</p> <p>Describe the consequences of having too much screen time</p> <p>Explain what students should do to manage themselves and their screen time</p> <p>Aims/outcomes</p> <p>Knowledge</p> <ul style="list-style-type: none"> •To describe what crime is •To explain what may lead someone to commit a crime •To describe the different roles and responsibilities of different people within the criminal justice system •To describe the purpose of punishment and the types of punishment and to explain what punishments may be provided •To describe what county lines is and explain the signs of grooming and exploitation <p>Skills</p> <ul style="list-style-type: none"> •To explain how to stay safe online •To explain the issues caused by too much screen time and effective strategies for managing screen time 	<p>7. Inappropriate Sexual Behaviour</p> <p>Explore what is meant by inappropriate sexual behaviour, how to recognise it, strategies to tackle it and where to find support.</p> <p>Keystone word(s): inappropriate sexual behaviour, sexual bullying, peer influence, harassment</p>	<p>Lesson 5: self esteem</p> <p>Recognising how to get a better self image and self confidence</p> <p>Aims/Outcomes</p> <ul style="list-style-type: none"> • To prepare students for adult life by teaching them how to engage with society and providing them opportunities to do so • To develop responsible, respectful and active citizens who are able to become actively involved in public life as adults • To develop and deepen students' understanding of the fundamental British values of democracy, individuality, rule of law and mutual respect and tolerance • To develop inclusive and supportive opportunities to learn so that students understand that difference is positive and that individual characteristics make people unique • To promote an inclusive environment that meets the needs of all students regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation • To develop pupils who have been trained to be reflective, eager to learn, behave with integrity and cooperate well with others • To provide students with the knowledge, confidence and resilience to keep physically healthy, eat healthily, maintain a healthy lifestyle and keep 	<p>Describe how loss and bereavement may change roles within a family</p> <p>Explain how the change of roles within a family may affect people and where support can be sought</p> <p>5. Single parent families: An unstable family?</p> <p>Identify reasons for being in a single parent family</p> <p>Describe the myths surrounding single parent families and their stability</p> <p>Analyse why some may argue that single parent families are more challenging than other types of families</p> <p>6. Modern Families: What they look like and navigating new roles</p> <p>Describe reasons why there is an increase in modern and new types of families</p> <p>Explain why reconstituted/blended families may be challenging to navigate new roles</p>	<ul style="list-style-type: none"> •The personal and social risks and consequences of substance use and misuse including occasional use •The law relating to the supply, use and misuse of legal and illegal substances •About the concepts of dependence and addiction including awareness of help to overcome addictions. •About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them •To manage the influence of drugs and alcohol on decision-making within relationships and social situations. •The characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence, and exploitation; to recognise warning signs, including online; how to report abusive behaviour or access support for themselves or others. •To recognise peer influence and to develop strategies for managing it, including online •That the need for peer approval can general feelings of pressure and lead to increased risk-taking; strategies to manage this •About the factors that contribute to young people joining gangs; the social, legal, and physical consequences of gang behaviours. •Strategies to manage pressure to join a gang, exit strategies and how to access appropriate support •Motivations, misconceptions, and consequences of carrying weapons and strategies for managing pressure to carry a weapon.
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				<p>themselves mentally healthy</p> <ul style="list-style-type: none"> To ensure students are able to recognise online and offline risks to their health and wellbeing and make them aware of the support available to them To ensure students have an age-appropriate understanding of healthy relationships through health and relationship education To provide an effective careers programme with unbiased careers advice, experience of work and contact with aspirational employers to support students' aspirations To support students' readiness for the next phase or education, training or employment 		
Assessment	<ul style="list-style-type: none"> Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. Opportunity to blend with Horizons. Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. Skills Activities available at each phase of learning with Model Answers. Application activities using big statements to discuss and answer Reflection and Improvement triggers built into lessons. Plenary to book-end in lesson assessment of knowledge acquisition. End of unit formative for each half term 	<p>The intention is for assessment to be ongoing throughout delivery.</p> <ul style="list-style-type: none"> Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. Opportunity to blend with Horizons. Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. Skills Activities available at each phase of learning with Model Answers. Application activities using big statements to discuss and answer Reflection and Improvement triggers built into lessons. Plenary to book-end in lesson assessment of knowledge acquisition. End of unit formative for each half term 	<p>Students will start each lesson/unit with a baseline assessment.</p> <ul style="list-style-type: none"> They will return to this at various points during the lesson and the unit and add what they have learnt. This model will allow subject teachers and leaders to evaluate the progress that has been made. Lessons will begin with a Fast 5 & include both cold and warm retrieval. Students will be able to articulate this when leaders visit lessons on learning walks. End of unit formatives 	<p>Students will start each lesson/unit with a baseline assessment.</p> <ul style="list-style-type: none"> They will return to this at various points during the lesson and the unit and add what they have learnt. This model will allow subject teachers and leaders to evaluate the progress that has been made. Lessons will begin with a Fast 5 & include both cold and warm retrieval. Students will be able to articulate this when leaders visit lessons on learning walks. End of unit formatives 	<ul style="list-style-type: none"> Students will start each lesson/unit with a baseline assessment. They will return to this at various points during the lesson and the unit and add what they have learnt. This model will allow subject teachers and leaders to evaluate the progress that has been made. Lessons will begin with a Fast 5 & include both cold and warm retrieval. Students will be able to articulate this when leaders visit lessons on learning walks. End of unit formatives 	<ul style="list-style-type: none"> Students will start each lesson/unit with a baseline assessment. They will return to this at various points during the lesson and the unit and add what they have learnt. This model will allow subject teachers and leaders to evaluate the progress that has been made. Lessons will begin with a Fast 5 & include both cold and warm retrieval. Students will be able to articulate this when leaders visit lessons on learning walks.

Gatsby / SMSC	Students will understand how to succeed at secondary school and how their behaviour can impact their future.		<p>Personal development</p> <ul style="list-style-type: none"> •To prepare students for adult life by teaching them how to engage with society and providing them opportunities to do so •To develop responsible, respectful and active citizens who are able to become actively involved in public life as adults •To develop and deepen students' understanding of the fundamental British values of democracy, individuality, rule of law and mutual respect and tolerance •To develop inclusive and supportive opportunities to learn so that students understand that difference is positive and that individual characteristics make people unique •To promote an inclusive environment that meets the needs of all students regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation •To develop pupils who have been trained to be reflective, eager to learn, behave with integrity and cooperate well with others <ul style="list-style-type: none"> • To provide students with the knowledge, confidence and resilience to keep physically healthy, eat healthily, maintain a healthy lifestyle and keep themselves mentally healthy • To ensure students are able to recognise online and offline risks to their health and wellbeing and make them aware of the support available to them <ul style="list-style-type: none"> • To ensure students have an age-appropriate understanding of healthy relationships through health and relationship education • To provide an effective careers programme with unbiased careers advice, 	<ul style="list-style-type: none"> • To encourage students to be reflective about their own beliefs and perspectives <ul style="list-style-type: none"> • To gain knowledge of, and respect for, the faiths, feelings and values of others • To develop an interest and enjoyment about learning about the world around them • To foster the skills and drive to be reflective about their beliefs, experiences and actions 		

			<p>experience of work and contact with aspirational employers to support students' aspirations</p> <ul style="list-style-type: none">• To support students' readiness for the next phase or education, training or employment <p>Spiritual, moral, social and cultural development</p> <ul style="list-style-type: none">• To encourage students to be reflective about their own beliefs and perspectives• To gain knowledge of, and respect for, the faiths, feelings and values of others• To develop an interest and enjoyment about learning about the world around them• To foster the skills and drive to be reflective about their beliefs, experiences and actions <p>To encourage students to participate in the local community using our house system and house charities to support in students' outreach</p>			
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Year 9 (2 lessons per fortnight)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Self care – Money and finances							CEIAG and Employability							Self care – Physical Health					Self care II					Citizenship- British Values					Citizenship									
Learning Outcomes	<p>Lessons and Objectives</p> <p>1. Money Matters – How should budgeting work? To identify the purpose of a budget To be able to understand and practice how to make and follow a budget</p> <p>2. Borrowing and debt: Understanding the cost To describe what debt is To explain the concept of interest and why this impacts on borrowing</p> <p>3. Borrowing and debt: ‘Good debt’ and ‘bad debt’ To describe examples between ‘good’ and ‘bad’ debt To explain why some forms of debt can be positive</p> <p>4. Credit Cards and Pay Day loans – Dealing with debt well To identify the difference between debit and credit cards and pay day loans To explain why people use credit cards and payday loans To explain why credit cards and pay day loans can be become problematic and why pay day loans should be avoided</p> <p>5. Banks and pay – understanding Tax and NI To describe what tax and national insurance is To explain how tax and national insurance is used in society</p>							<p>Lessons and Objectives</p> <p>1. Why do GCSEs matter? Describe the purpose of GCSEs and their importance for future careers and qualifications Explain how GCSEs can impact future careers</p> <p>2. What is the difference between an academic and vocational qualification? Describe the difference between vocational and academic qualifications Explain how these qualifications may lead to different pathways post-16 and 18</p> <p>3. What is an apprenticeship? Describe what an apprenticeship is Explain the different types of apprenticeships and why some may choose this avenue</p> <p>4. What is a T-Level? Describe what a T-Level is Explain the difference between apprenticeships and T-Levels</p> <p>5. What is University? Describe what university is Explain reasons people may choose to go to university and what they may consider when making decisions about university</p> <p>6. Our local labour market Describe industries and careers that are important both nationally and locally Consider how this may affect option choices and career paths</p> <p>Aims/outcomes</p> <p>Knowledge Understand the different options available in their local area and more widely that are becoming more important in the 21st Century</p>							<p>Lessons and objectives</p> <p>1. Eating Responsibly: Labels and Nutrition, food groups To describe the different food groups and labels on food To explain the importance of following a balanced diet in the food groups</p> <p>2. Exercising Responsibly: Why is exercise important? How does it contribute to a healthy lifestyle? To describe different types of exercise To explain why exercise is important in contributing to a healthy lifestyle</p> <p>3. What is Body Image? To describe what body image is To explain how body image can be positive and negative</p> <p>4. What is body dysmorphia? To describe symptoms of body dysmorphia in men To explain why people experience body dysmorphia and where to seek support</p> <p>5. Self-harm: What is it what are the dangers? To describe what self-harming is To explain why this happens and possible triggers</p>					<p>Lesson and Objectives</p> <p>1. When is the right time for sex? Describe the different attitudes people have regarding when the right time for sex is Explain why this may influence their decisions and behaviour with regard to their relationships</p> <p>2. Sexting and texting Describe what sexting is Explain the law regarding sexting and how you can keep yourself safe</p> <p>3. Accessing support Explain where to go for support about sexual health issues</p> <p>4. Consent: What is it? How do we give informed consent? Describe what consent is Explain how people can give informed consent</p> <p>5. Contraception: What are the different types? Describe the different forms of contraception that exist Explain the purpose of contraception</p> <p>6. Responsible Health: What are STIs and HIV/AIDs? To describe different STIs including HIV and their symptoms To explain how one contracts these diseases and where to seek support Understand how and where to seek support</p> <p>7. CSE Explore what Child Sexual Exploitation is, how it happens</p>					<p>Lessons and objectives</p> <p>1. Everyone’s doing it To discuss whether everyone is having sex To explore why people may believe that is the case To identify why people may feel negatively about sex and their relationships</p> <p>2. Consent and sexual assault To understand what is meant by the term consent To identify what it means to consent, how to understand if a person gives consent and also if they do not.</p> <p>3. Consent and the problem with alcohol and drugs To discuss consent in relation to alcohol and drugs To explain drugs and alcohol affect people differently and often affect a person’s ability to make certain decisions To identify not only what it means to consent but also to understand how drugs and alcohol can result in the giving of consent can being withdrawn.</p> <p>4. Pleasure and respect To discuss how romantic relationships are portrayed To identify how portrayals can affect our own romantic relationships To explain the role social media has in our perception of the relationships of others</p> <p>5. Unhealthy relationships To understand how unhealthy relationships can have serious consequences for our mental health and relationships with others To identify unhealthy relationships To know where to seek support and how to give advice where necessary</p> <p>6. The Impact of Revenge Porn To understand how pornography can have a negative impact on us and our relationships To identify the risks of pornography and navigate pornography safely</p>					<p>Lesson and objective</p> <p>Monarchy</p> <p>1. The Monarchy To describe what the Monarchy is and its role today To explain the benefits and disadvantages of the monarchy</p> <p>2. What is a democracy? To describe what a democracy is To explain why a democracy is a fair system of government and how it works in practice Alternative systems of government To describe other political systems of government To explain why these systems may be unfair and the impact they have on people</p> <p>3. Alternative systems of government</p> <p>4. What are political parties? To describe the institutions of the British constitution To explain what a political party is and the role of parliament and the prime minister</p> <p>5. How do elections and voting work? To describe the process of voting and elections To explain the how to make informed decisions whilst voting in an election</p> <p>Aims/outcomes To understand key elements of voting and electoral systems as well as different forms of government To understand the importance of voting and elections and the impact this has on lives and communities To understand different forms of government such as dictatorships and disadvantages these have in comparison to democracies To understand the nature and purpose of the monarchy in the world today</p>									

	<p>To explain how tax and national insurance is worked out</p> <p>6. The effect of money on mental health</p> <p>To identify feelings that money can have on mental health</p> <p>To explain why worries about money can have a profound effect on mental health</p> <p>7. Getting help with money worries</p> <p>To identify when help should be sought for money concerns</p> <p>To describe where help can be sought for money concerns</p> <p>To explain what may happen after seeking support for money concerns</p> <p>Aims/outcomes</p> <ul style="list-style-type: none"> Students should be able to describe what a budget is and why a budget is important for managing money effectively Students should be able to describe what borrowing, debt and credit cards are and the difference between good debt e.g. student loans and bad debt e.g. payday loans and being able to explain the potential cost of borrowing Students should be able to describe what tax and National Insurance is and how it is used for the benefit of the country and citizens Students should be able to describe how and why money may impact on poor mental health and how support can be found on how to cope with money worries including discussing debts with debt providers <p>Skills</p>	<p>Understand the support that exists. Know the different types of careers that are available in the local area and further afield.</p> <p>Skills</p> <p>Develop the skills to make informed choices about the future.</p>	<p>To explain how self-harm is linked to poor mental health</p> <p>Responsible Health:</p> <p>6. Why smoking is a problem for you</p> <p>To describe the problems that are caused by smoking for oneself and others</p> <p>To explain why these problems are caused by smoking</p> <p>7. Responsible Health: Why is vaping a problem for you</p> <p>To describe what vaping is</p> <ul style="list-style-type: none"> To explain the difference between vaping and smoking particularly considering health implications <p>Aims/outcomes</p> <ul style="list-style-type: none"> Students should be able to describe what food groups are and why it is important to have a balanced grouping. Students should be able to describe the colour chart wheels on food packaging mean and how these can support living healthy lifestyles, labels in relation to Use By. Students should be able to describe the benefits of exercise on physical and mental wellbeing and the different types of exercise and their impact at different times of life e.g. Pilates and yoga for strength and stretching and low impact, cardio for benefit of heart and weight loss Students should identify bodies that are considered 'acceptable' or 'normative' within the media and the 	<p>and common myths about how CSE can occur. Explore a case study and how to get help for victims of CSE.</p> <p>Keystone word(s): child sexual exploitation, consent, safety, abuse, coercion</p> <p>Aims/outcomes</p> <p>By the end of the unit students will be able to:</p> <p>Knowledge</p> <ul style="list-style-type: none"> How someone knows that they are ready for a sexual relationship How to access support Understand the different types of contraception available Know how to give consent Understand that consent can be given and taken away Understand that healthy relationships do not involve coercive control <p>Skills</p> <ul style="list-style-type: none"> Describe the different perspectives about when the right time is to have sex is Describe the law regarding sexting and use of social media Describe and explain what informed consent is as part of a sexual relationship Explain what contraception is and how it can be accessed Explain where support can be sought if there are concerns 	<p>7. Diversity in relationships</p> <p>To use a range of terms relating to identity</p> <p>To understand their context and how to use them without being offensive</p> <p>To understand the problems people face because of their identity and diversity in relationships</p> <p>Aims/outcomes</p> <ul style="list-style-type: none"> Students will understand the myths surrounding sexual intimacy and when is the 'right' time to have sex Students will understand what it means to give informed consent and what sexual assault is Students will understand why alcohol and drugs are problematic when trying to give consent for sex and why sex should not occur if drunk or high Students will understand what an unhealthy relationship is and where to go for support Students will understand what the problem of pornography is and where to go for support Students will understand the difference between sex, gender and sexuality and LGBTQIA+ awareness as well as the issues that are still experienced in these types of relationships in regard to prejudice and discrimination <p>Skills</p> <ul style="list-style-type: none"> Students will understand what an unhealthy relationship is and where to go for support Students will understand what the problem of pornography is and where to go for support Students will understand what it means to give informed consent 	
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	<ul style="list-style-type: none"> Students will know how to manage a budget effectively Students will be able to use bank accounts Students will know how different interest rates work in relation to borrowing and saving 		<p>implications this can have for us and the impact on mental health</p> <ul style="list-style-type: none"> Students should be able to identify symptoms of body dysmorphia in men and women and where to seek support 			
Assessment	<p>The intention is for assessment to be ongoing throughout delivery.</p> <ul style="list-style-type: none"> Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. Skills Activities available at each phase of learning with Model Answers. Application activities using big statements to discuss and answer Reflection and Improvement triggers built into lessons. Plenary to book-end in lesson assessment of knowledge acquisition. End of unit formative for each half term 	<p>The intention is for assessment to be ongoing throughout delivery.</p> <ul style="list-style-type: none"> Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. Skills Activities available at each phase of learning with Model Answers. Application activities using big statements to discuss and answer Reflection and Improvement triggers built into lessons. Plenary to book-end in lesson assessment of knowledge acquisition. End of unit formative for each half term 	<ul style="list-style-type: none"> Fast fives at the beginning of every lesson to recap prior knowledge Formative written responses e.g. using information on balanced food grouping to identify their own habits 	<p>Students will start each lesson/unit with a baseline assessment.</p> <ul style="list-style-type: none"> They will return to this at various points during the lesson and the unit and add what they have learnt. This model will allow subject teachers and leaders to evaluate the progress that has been made. Lessons will begin with a Fast 5 & include both cold and warm retrieval. Students will be able to articulate this when leaders visit lessons on learning walks. End of unit formatives 	<p>The intention is for assessment to be ongoing throughout delivery.</p> <ul style="list-style-type: none"> Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. Skills Activities available at each phase of learning with Model Answers. Application activities using big statements to discuss and answer Reflection and Improvement triggers built into lessons. Plenary to book-end in lesson assessment of knowledge acquisition. End of unit formative for each half term 	<p>Assessment</p> <p>Fast five recap at the beginning of lessons</p> <p>Pause points and know checks to support with understanding</p> <p>Formatives can also be created to support with knowledge checks and recap</p> <p>Turn and talk opportunities</p>
Gatsby / SMSC	<p>Students will understand how to succeed at secondary school and how their behaviour can impact their future.</p>		<ul style="list-style-type: none"> 			

Year 10 (1 lessons per Fortnight)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Mental Health								Citizenship – the world in which we live										Self care – respectful relationships										RSE										
Learning Outcomes	<p>Lessons and Objectives</p> <p>Lesson 1: Reframing negative thinking Explore how to manage the challenges of adolescence and learn how to reframe negative thinking. Keystone word(s): resilience, negative thinking patterns, reframing</p> <p>Lesson 2: Mental health and emotional wellbeing Explore strategies to promote mental health and emotional wellbeing and know where to access support and treatment. Keystone word(s): mental health, emotional wellbeing, anxiety, depression, stress</p> <p>Lesson 3: Mental health in the media Explore how mental health is portrayed in the media.</p> <p>Lesson 4: Challenging stereotypes Explore how to challenge stigma, stereotypes and misinformation about mental health. Keystone word(s): stigma, discrimination</p> <p>Outcomes</p> <ul style="list-style-type: none"> How self-confidence, self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this The characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health About change and its impact on mental health and wellbeing and to recognise the need for emotional support 								<p>Lessons and Objectives</p> <p>Lesson 1: Three Sides to Every Story Students are going to investigate fake news, biased writing, echo chambers and filter bubbles so that they can learn about the impact that these have on society. Keystone word(s): fake news, bias, echo chambers, filter bubbles, misinformation, disinformation</p> <p>Lesson 2: Emotional Manipulation Students are going to explore emotional manipulation and how it is used to create impact. They are going to explore the intention of emotionally manipulative writing so that they can explain how and why it is used online. Keystone word(s): emotional manipulation</p> <p>Lesson 3: Us Vs Them Students are going to learn how us vs them mentality creates and establishes divisions in society and the problems that this causes. Keystone word(s): scapegoat, consequences, echo chamber</p> <p>Lesson 4: Haters Gonna Hate Students are going to explore what is meant by hate speech and by free speech, the legal consequences of hate speech and how they can respond to hateful content online. Keystone word(s): hate speech, free speech, offensive free speech</p> <p>Lesson 5: British Values, Extremism and Prevention Explore radicalisation and extremism by identifying how people are radicalised and what extreme ideas sound like. Students will also explore why certain people are vulnerable to radicalisation and steps that they can take if they are concerned. Keystone word(s): extremism, radicalisation</p> <p>Outcomes</p> <ul style="list-style-type: none"> To prepare students for adult life by teaching them how to engage with society and providing them opportunities to do so 										<p>Lessons and objectives</p> <p>Lesson 1: Healthy and Unhealthy Relationships Explore healthy and unhealthy relationships. Explore different types of abusive behaviour in relationships. Keystone word(s): emotional abuse, physical abuse, sexual abuse, financial abuse</p> <p>Lesson 2: Body Image and Body Shaming Explore body image and how we can maintain good mental health and positive body image. Keystone word(s): body image, mental health</p> <p>Lesson 3: Rights and Responsibilities Online Explore students' rights and responsibilities online and the consequences of the actions that people take online. Keystone word(s): responsible, trolling, catfish, consumer</p> <p>Lesson 4: Posting Explicit Content Explore the consequences of posting explicit content and consider how this relates to online responsibility. Ensure that students are aware of the protective laws surrounding them in relation to revenge porn. Keystone word(s): healthy relationships, responsibility, revenge porn, sexting,</p> <p>Lesson 5: Consent Explore what is meant by consent, the boundaries that are important to establish in relation to consent, rape and sexual harassment. Keystone word(s): consent, rape, sexual harassment</p> <p>Lesson 6: Contraception Explore how to have safer sex thinking about the varied options available to people who are having sex. Keystone word(s): barrier method, condom, STIs, contraceptives</p> <p>Lesson 7: Pornography Explore why pornography is dangerous and the impact the impact that pornography can have on the viewers and people involved in the industry. Keystone word(s): pornography, addiction, dopamine, relationship</p> <p>Outcomes</p> <ul style="list-style-type: none"> To prepare students for adult life by teaching them how to engage with society and providing them opportunities to do so To develop responsible, respectful and active citizens who are able to become actively involved in public life as adults To develop and deepen students' understanding of the fundamental British values of democracy, individuality, rule of law and mutual respect and tolerance 										<p>Lesson and objective</p> <p>Lesson 1: When the time is right – different perspectives on sex in relationships • Describe the different attitudes people have regarding when the right time for sex is • Explain why this may influence their decisions and behaviour with regard to their relationships</p> <p>Lesson 2: Sexting and Texting: The law and your rights • Describe what sexting is • Explain the law regarding sexting and how you can keep yourself safe</p> <p>Lesson 3: accessing support To know the different paced to access support</p> <p>Lesson 4: What happens if I get pregnant? • Describe what happens during pregnancy • Explain what the different options are for pregnancy</p> <p>Lesson 5; What is an abortion? What are the different perspectives? • Describe what an abortion is • Explain different perspectives of an abortion</p> <p>Lesson 6: miscarriage</p> <p>Lesson 7: menopause</p> <p>Aims/outcomes</p> <p>By the end of the unit students will be able to:</p> <ul style="list-style-type: none"> Describe the different perspectives about when the right time is to have sex is Describe the law regarding sexting and use of social media Describe and explain what informed consent is as part of a sexual relationship Explain what contraception is and how it can be accessed Explain where support can be sought if there are concerns 										

	<p>during life changes and/or difficult experiences</p> <ul style="list-style-type: none"> • A broad range of strategies – cognitive and practical – for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns • To recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available • The importance of the ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others • How to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help. 	<ul style="list-style-type: none"> • To develop responsible, respectful and active citizens who are able to become actively involved in public life as adults • To develop and deepen students' understanding of the fundamental British values of democracy, individuality, rule of law and mutual respect and tolerance • To develop inclusive and supportive opportunities to learn so that students understand that difference is positive and that individual characteristics make people unique • To promote an inclusive environment that meets the needs of all students regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation • To develop pupils who have been trained to be reflective, eager to learn, behave with integrity and cooperate well with others • To provide students with the knowledge, confidence and resilience to keep physically healthy, eat healthily, maintain a healthy lifestyle and keep themselves mentally healthy • To ensure students are able to recognise online and offline risks to their health and wellbeing and make them aware of the support available to them • To ensure students have an age-appropriate understanding of healthy relationships through health and relationship education • To provide an effective careers programme with unbiased careers advice, experience of work and contact with aspirational employers to support students' aspirations • To support students' readiness for the next phase or education, training or employment 	<ul style="list-style-type: none"> • To develop inclusive and supportive opportunities to learn so that students understand that difference is positive and that individual characteristics make people unique • To promote an inclusive environment that meets the needs of all students regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation • To develop pupils who have been trained to be reflective, eager to learn, behave with integrity and cooperate well with others • To provide students with the knowledge, confidence and resilience to keep physically healthy, eat healthily, maintain a healthy lifestyle and keep themselves mentally healthy • To ensure students are able to recognise online and offline risks to their health and wellbeing and make them aware of the support available to them • To ensure students have an age-appropriate understanding of healthy relationships through health and relationship education • To provide an effective careers programme with unbiased careers advice, experience of work and contact with aspirational employers to support students' aspirations • To support students' readiness for the next phase or education, training or employment 	
Assessment	<p>The intention is for assessment to be ongoing throughout delivery.</p> <ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. • Skills Activities available at each phase of learning with Model Answers. Application activities using big statements to discuss and answer 	<p>The intention is for assessment to be ongoing throughout delivery.</p> <ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. Opportunity to blend with Horizons. • Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. • Skills Activities available at each phase of learning with Model Answers. Application activities using big statements to discuss and answer • Reflection and Improvement triggers built into lessons. 	<p>Students will start each lesson/unit with a baseline assessment.</p> <ul style="list-style-type: none"> • They will return to this at various points during the lesson and the unit and add what they have learnt. • This model will allow subject teachers and leaders to evaluate the progress that has been made. • Lessons will begin with a Fast 5 & include both cold and warm retrieval. • Students will be able to articulate this when leaders visit lessons on learning walks. • End of unit formatives 	<p>Assessment</p> <ul style="list-style-type: none"> • Fast five at the beginning of lessons to recap previous / prior learning • Baseline misconception check (before and after unit) • plenaries or end of lesson plenaries to check understanding • Turn and talk opportunities to assess understanding of content • Large statement debate which require students to have knowledge and understanding of culture and law to be able to make informed commentary

	<ul style="list-style-type: none"> • Reflection and Improvement triggers built into lessons. • Plenary to book-end in lesson assessment of knowledge acquisition. • End of unit formative for each half term 	<ul style="list-style-type: none"> • Plenary to book-end in lesson assessment of knowledge acquisition. • End of unit formative for each half term 		
Gatsby / SMSC	<p>Students will understand how to succeed at secondary school and how their behaviour can impact their future.</p>	<p>Spiritual, moral, social and cultural development</p> <ul style="list-style-type: none"> •To encourage students to be reflective about their own beliefs and perspectives •To gain knowledge of, and respect for, the faiths, feelings and values of others •To develop an interest and enjoyment about learning about the world around them •To foster the skills and drive to be reflective about their beliefs, experiences and actions <p>To encourage students to participate in the local community using our house system and house charities to support in students' outreach</p>	<ul style="list-style-type: none"> •To encourage students to be reflective about their own beliefs and perspectives •To gain knowledge of, and respect for, the faiths, feelings and values of others •To develop an interest and enjoyment about learning about the world around them •To foster the skills and drive to be reflective about their beliefs, experiences and actions <p>To encourage students to participate in the local community using our house system and house charities to support in students' outreach</p>	

Year 11 (1 lessons per fortnight)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Building for the future							Study skills									Self care – Life for Beginners																						
Learning Outcomes	<p>Lessons and Objectives</p> <p>Lesson 1: Body Image Explore how to manage judgement from others and how to balance ambition and unrealistic expectations. Keystone word(s): body image</p> <p>Lesson 2: Building resilience Explore how to develop resilience. Keystone word(s): resilience</p> <p>Lesson 3: Dealing with stress Explore what stress is and develop tools for managing stress. Keystone word(s): mental health, stress</p> <p>Lesson 4: Our life online Explore positive and safe ways to create online content; how to balance our time online. Keystone word(s): screen time, Electronic Screen Syndrome (ESS), melatonin</p> <p>Outcomes</p> <ul style="list-style-type: none"> •How self-confidence, self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this •How different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this •Strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing •To recognise warning signs of common mental and emotional health concerns (including stress, anxiety, and depression), what 							<p>Lessons and Objectives</p> <p>Lesson 1: Wellbeing Explore what is meant by wellbeing, exploration of relaxation techniques, and the influences of physical exercise and food on mental wellbeing. Keystone word(s): wellbeing, mental wellbeing, self-esteem</p> <p>Lesson 2: Planning Explore revision strategies that will assist the process of revision and provide students with a range of methods to approach their exam revision. Keystone word(s): revision, self-quizzing, deliberate practice, flashcards</p> <p>Lesson 3: Exam Stress Explore what is meant by exam stress and the potential consequences of exam stress on your personal wellbeing. Use the exam buddy tool to explore how to develop tools to ease exam stress and pressure. Keystone word(s): exam stress</p> <p>Lesson 4: Exam Skills Explore how to combat feelings of exam stress and the benefits of sleep on the body. Keystone word(s): exam stress</p> <p>Outcomes</p> <ul style="list-style-type: none"> •To prepare students for adult life by teaching them how to engage with society and providing them opportunities to do so •To develop responsible, respectful and active citizens who are able to become actively involved in public life as adults •To develop and deepen students' understanding of the fundamental British values of democracy, individuality, rule of law and mutual respect and tolerance •To develop inclusive and supportive opportunities to learn so that students understand that difference is positive and that individual characteristics make people unique 									<p>Lessons and objectives</p> <p>Lesson 1: How to: use the NHS and manage a health emergency Know the difference between using 111 & 999 Understand how to seek medical help for both emergency and non-emergency reasons</p> <p>Lesson 2: How to: Seek support for addiction Dangers of addiction (gambling, drugs and alcohol) How to seek help Why and how young people become addicted</p> <p>Lesson 3: How to: seek support for domestic violence Understand how domestic violence affects people Identify how to seek support</p> <p>Lesson 4: How to: protect yourself online and the importance Understand how to stay safe online and why this is important Explain how others can access our profiles and information Understand how to protect our digital footprint</p> <p>Lesson 5: How to identify FGM Understand what FGM is Explain signs and symptoms to watchout for To know how to report</p> <p>Lesson 6: How to: Self examine Understand what self examination is and why it is important To know who t go to for help and support</p> <p>Lesson 7: How to: Participate positively in elections and voting</p> <p>Lesson 8: How to: apply for a job, rewriting CVs Discuss how to apply for jobs and writing CVs Understand how to lay out a CV effectively and what employers look for Describe what employers are looking for in a CV and how we can get our best qualities across on paper</p> <p>Outcomes</p> <ul style="list-style-type: none"> •Students will understand the purpose of the NHS and how to use it •Students will know how to seek help to emergency and non emergency medical needs •Students will be able to identify the dangers of addiction and where to seek support •Students will how domestic violence can affect people and where to seek support •Students will understand how to stay safe and protect themselves online •Students will understand how elections can shape the future of the local area and country •Students will understand how to make decisions with regards to choosing who to vote for and how this can differ in opinion between people 																						

	<p>might trigger them and what help or treatment is available</p> <ul style="list-style-type: none"> •The benefits of having a balanced approach to spending time online •That there are positive and safe ways to create and share content online and the opportunities this offers 	<ul style="list-style-type: none"> •To promote an inclusive environment that meets the needs of all students regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation •To develop pupils who have been trained to be reflective, eager to learn, behave with integrity and cooperate well with others •To provide students with the knowledge, confidence and resilience to keep physically healthy, eat healthily, maintain a healthy lifestyle and keep themselves mentally healthy <ul style="list-style-type: none"> • To ensure students are able to recognise online and offline risks to their health and wellbeing and make them aware of the support available to them • To ensure students have an age-appropriate understanding of healthy relationships through health and relationship education • To provide an effective careers programme with unbiased careers advice, experience of work and contact with aspirational employers to support students' aspirations • To support students' readiness for the next phase or education, training or employment 	<ul style="list-style-type: none"> •Students will know how to apply for jobs and how to write a CV. They will be able to identify how to make their own CV stand out and what makes a high quality CV and job application. 	
<p>Assessment</p>	<p>The intention is for assessment to be ongoing throughout delivery.</p> <ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. • Skills Activities available at each phase of learning with Model Answers. Application activities using big statements to discuss and answer • Reflection and Improvement triggers built into lessons. • Plenary to book-end in lesson assessment of knowledge acquisition. • End of unit formative for each half term 	<p>Assessment</p> <p>The intention is for assessment to be ongoing throughout delivery.</p> <ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. • Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. • Skills Activities available at each phase of learning with Model Answers. Application activities using big statements to discuss and answer • Reflection and Improvement triggers built into lessons. • Plenary to book-end in lesson assessment of knowledge acquisition. • End of unit formative for each half term 	<ul style="list-style-type: none"> • Fast five recapping prior knowledge • Formative assessment in the form of debate and teacher questioning • Discussion pause points • Completing of sentences using prior knowledge 	

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