

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Welcome to School <ul style="list-style-type: none"> • Explain what positive behaviour is and why it is important • Understand how rules can keep us safe • Identify who the adults are in school and how they help us 	People who care for us <ul style="list-style-type: none"> • Identify different people in our lives who care for us. • Explain how they show that they care. • Understand that all families are different but have the same key qualities. • Understand that people are different too, but they have the same needs. • Describe how to get help if someone is making them feel unsafe. 	Healthy Friendships <ul style="list-style-type: none"> • Identify what makes a good friend • Describe how to be a good friend • Be able to use some simple tools to help solve conflicts • Understand how to get help to make a friendship better 	Our Health <ul style="list-style-type: none"> • Explain how we can look after our health. • Explain how we keep our bodies healthy through our diet, dental hygiene, sleep and sun safety. • Explain how we need to balance physical activity with time online. 	We all have feelings <ul style="list-style-type: none"> • Recognise and name some feelings that they might have • Explain how feelings can make their bodies feel inside • Describe how other's might be feeling • Identify who can help them with feelings, and how they can help others 	Managing our time safely online <ul style="list-style-type: none"> • Describe how something online might make someone feel worried or sad • Recognise different feelings. • Identify up to four adults who can help with problems online
	Emergencies and getting help <ul style="list-style-type: none"> • Safely get help in an emergency, including calling 999 • Care for themselves and others 	Rights Responsibilities and respect <ul style="list-style-type: none"> • Know how to be kind to others. • Explain how certain behaviours help us show respect to others, such as kindness, helpfulness and honesty. • Be able to show gratitude for the kind behaviour of others 	Our bodies and boundaries – NSPCC PANTS <ul style="list-style-type: none"> • Understand and learn the PANTS rules • Name body parts and know which parts should be private • Know the difference between appropriate and inappropriate touch • Understand that they have the right to say "no" to unwanted touch • Start thinking about who they trust and who they can ask for help 	Healthy Food Choices <ul style="list-style-type: none"> • Identify different fruit and vegetables • Explore and evaluate fruit and vegetables, describing their feel, appearance, smell and taste • Recall the new recommended daily maximum sugar intake for their age range • Explain why fruit and vegetables are an important part of a healthy diet, are a good sugar swap and why they are important to their 5 a Day • Understand and compare the sugar content in a variety of food and drink products • Select lower-sugar alternatives to high-sugar products 	Good and not so good feelings <ul style="list-style-type: none"> • Identify feelings that are good and not so good • Recognise that people feel differently about things and situations • Explain what can change their feelings (from good to not so good and from not so good to good) • Suggest things that can help them and others to feel better 	

Year 2	Respecting Uniqueness <ul style="list-style-type: none"> • Explain what special and unique mean. • Describe their own special and unique characteristics. • Explain how we respect the special and unique characteristics of others. 	Everyday Safety <ul style="list-style-type: none"> • Refresh knowledge about calling 999 in an emergency • Understand dangers in everyday situations and how to keep safe • Recognise how to keep safe at home, including fire safety with electrical appliances, lighters and matches • Identify that some household products and medicines are harmful • Recognise how to stay safe outdoors, especially around water and roads • Know who to ask for help if we're worried about our/someone else's safety 	Learning About Work <ul style="list-style-type: none"> • Identify my own and others strengths. • Know what a job is and why people do them. • Be able to describe some community jobs. • Know what makes someone good at their job. 	Sharing photos online: Jessie & Friends Sharing pictures 2 <ul style="list-style-type: none"> • Describe what might happen if we share a picture. • Identify the effect of people's actions online and consider ways of keeping myself and others safe. • Recognise that I can be an 'upstander' by choosing not to join in. • Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online. 	Jessie & Friends Playing games 2 <ul style="list-style-type: none"> • Describe the qualities that make a good friend. • Identify that people online may not tell the truth. • Explain the difference between a secret and a surprise. • Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online. 	Keeping Our Teeth Clean <ul style="list-style-type: none"> • Understand the importance of brushing, flossing and rinsing • Explain how to brush, floss and rinse • Understand what healthy teeth are and name basic parts of a tooth • Know what foods to avoid to keep teeth healthy • Understand what happens during a dentist appointment
	Our communities <ul style="list-style-type: none"> • Explain what a community is. • Discuss what communities I belong to. • Understand what a gender stereotype is. • Explain how gender stereotypes can be harmful. 	Basic First Aid <ul style="list-style-type: none"> • Learn first aid skills • Feel confident to help someone who needs first aid • Feel able to help someone in need of first aid 	Horrible Hands <ul style="list-style-type: none"> • Understand that infection can be spread through touch • Understand that we can pick up microbes through things we touch and spread them to others • Understand that we wash hands to remove microbes • Understand that washing hands is the best way to prevent the spread of microbes • Understand that washing with soap and water is better than using water alone 	Online interactions and information sharing: Jessie & Friends Playing games 1 <ul style="list-style-type: none"> • Describe what personal information is and the importance of not sharing this. • Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right'. • Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online 	Big Feelings <ul style="list-style-type: none"> • Recognise that feelings can intensify (get stronger) • Describe how big feelings can affect their behaviour • Identify what can help them feel better when they have a big feeling (including talking to trusted adults) • Use words or phrases to ask for help with feelings 	

Year 3	World of Work <ul style="list-style-type: none"> Identify my strengths and goals. Identify different career paths. Explore factors that influence job decisions (stereotypes, family, values, and money). Explain key skills that will help me get a job. Identify a range of different education and training opportunities 	Road Safety <ul style="list-style-type: none"> Identify and model the 'Stop, Look, Listen, Think' sequence Recognise safer places to cross the road Understand their responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport Understand risk and the effect of risky behaviour Identify the strategy of 'Stop and Think' to cope with dangerous situations caused by others 	Physical Activity <ul style="list-style-type: none"> Explain the benefits of physical activity on our body and mind. Identify the recommendations of regular physical activity for their age group. Explain how physical activity makes our bodies feel. Describe why exercise makes us feel good. 	The internet and everyday life. Turn off Let's Play <ul style="list-style-type: none"> Describe how someone might feel if people are always on their devices Evaluate how much time they spend on my digital devices Identify the benefits of taking time to disconnect from digital devices 	Expressing Feelings <ul style="list-style-type: none"> Name a wide range of feelings and emotions Match feelings to a scale of intensity and identify strong feelings Describe different feelings and how they are experienced in the body Recognise why it is important for people to express their feelings 	Sun Safety <ul style="list-style-type: none"> Explain what ultraviolet or UV light is Explain how our skin can be damaged by UV light Explain how we can keep skin safe and healthy with some simple measures Explain how sunblock or sunscreen can protect our skin
	Spending and Saving Money <ul style="list-style-type: none"> Identify different types of money Explain where money comes from Identify different ways that people choose to use their money (including savings) Identify the difference between needing and wanting to spend money Explain how to keep money safe 	Teamwork Skills <ul style="list-style-type: none"> Identify what skills are needed to work with others in a team Understand that everyone brings different strengths to working in a team Recognise what they are good at when working in a team 	Everyday drugs <ul style="list-style-type: none"> Identify that some drugs are legal and some are illegal Have a basic understanding of the health risks of legal drugs Have a basic understanding of the dangers of illegal drugs Recognise the reasons that some people may choose to use legal drugs Be aware that they can always ask for help and who to ask for this support 	Everyday feelings <ul style="list-style-type: none"> Identify that feelings/emotions are part of a person's health and wellbeing Recognise that feelings usually change throughout the day Give examples of everyday things that can affect feelings Describe what can help people to feel good/better 	Strategies to support wellbeing <ul style="list-style-type: none"> Recognise that mental health is as important as physical health Understand that everyone experiences ups and downs in their mental health Identify key strategies and techniques to support positive mental wellbeing Know where to go for help if they or a friend is feeling unhappy 	

Year 4	What makes a good friend <ul style="list-style-type: none"> Identify the qualities of a good friend (on/ offline) Describe the effects of loneliness and how to support ourselves and others Understand that friendships change across our lifetime Identify how to manage conflict in friendships positively Describe how to get support 	Resolving conflict and managing pressure <ul style="list-style-type: none"> Identify how friendships supports our wellbeing Identify some tools to build good friendships Explain how to manage and resolve conflict Explain when and how to get support Identify what peer pressures 	Money choices <ul style="list-style-type: none"> Explain how people pay for things Explain why people spend or save Identify why something might be "good value" Identify different priorities that effect our spending decisions Use basic budgeting tools 	Safely enjoying the online world. Play, like, share 1 – Alfie <ul style="list-style-type: none"> Recognise when something encountered online 'doesn't feel right' Identify and resist pressurising and manipulative behaviour Identify some risks of sharing photos, videos and comments publicly Explain what privacy settings are used for and how they can help Give examples of how online actions can affect others 	Play, like, share 3 – Fans <ul style="list-style-type: none"> Identify different tactics someone might use to manipulate another person online Explain what to do if someone tries to pressure or manipulate them Share ideas about how technology can be used positively 	The environment <ul style="list-style-type: none"> Explain what climate change is Identify different ways we can protect the environment Explain what changes we can make at home and at school to protect the environment
	Respecting Others <ul style="list-style-type: none"> Explain what respect means Explain how to show respect in a debate Understand that there are limits to having freedom of opinion and speech Understand that we can disagree with an opinion but still respect someone 	Everyday safety and basic First Aid <ul style="list-style-type: none"> Learn and practise how to keep yourself and others safe Learn how to care for yourself and others Learn how to safely get help in an emergency, including calling 999 	Volunteering and citizenship <ul style="list-style-type: none"> Describe what a good citizen is and understand how they can be a good citizen Explain what volunteering means and what things they can do to volunteer in the community Explain how they can help and care for their friends and family Identify how they can make a difference to the planet based on their actions Make a plan of actions 	Keeping personal information private. Play, like, share 2 – Magnus <ul style="list-style-type: none"> Give examples of content which may be appropriate or inappropriate to share online Explain the possible consequences of sharing without consent Identify appropriate people to turn to for help 	Managing Feelings <p>Explain how feelings and emotions can influence actions and behaviour</p> <ul style="list-style-type: none"> Identify ways of coping with feelings in different situations Explain why it is important to talk about feelings and describe how this can feel Recognise that help, advice and support about feelings comes from different sources 	
	Learn about how we all grow & change <ul style="list-style-type: none"> Begin to understand what puberty means Recognise how our feelings can change Understand the importance of keeping clean Where to get more information/advice about growing & changing 					

Year 5	A diverse community <ul style="list-style-type: none"> Describe the different communities that we belong to Explain what diversity means Describe my personal identity in simple terms Understand that we shouldn't discriminate against others Understand that we are all connected 	Illness <ul style="list-style-type: none"> Explain what it feels like when we are unwell Explain what the immune system is Describe different ways to keep our bodies healthy Understand how some medications and vaccinations can help to keep us healthy Identify who can help us when we are feeling unwell 	Puberty 1 – bodies and reproduction <ul style="list-style-type: none"> Correctly identify parts of external genitalia and internal reproductive organs Understand that everyone's bodies are different and we should respect this Describe key facts about reproduction and pregnancy Know where to ask for help with questions about their bodies. 	Online content <ul style="list-style-type: none"> Understand that not everything online is trustworthy Recognise some of the differences between fact and opinion Describe how to make decisions on what they trust online using agreed criteria 	Mental health and keeping well <ul style="list-style-type: none"> Explain what is meant by the term 'mental health' Identify everyday behaviours that can help to support mental (and physical) health Recognise that we can take care of our mental health (as well as our physical health) 	Risk & peer pressure <ul style="list-style-type: none"> Assess how risky different everyday activities are Describe how important it is to 'stop and think' before taking a risk Explain what makes a risk worth taking and what makes it too risky
	Respectful relationships <ul style="list-style-type: none"> Identify the features of a positive family life Recognising similarities and differences between people in the community Understand how to respect differences within the community and classroom Defines what self respect is and why this is important Recognises how to have and encourage polite, respectful relationships. 	Nutrition & healthy eating <ul style="list-style-type: none"> Be able to identify the different food groups in a balanced diet To explain what foods are not healthy and reasons why Be able to plan a healthy meal 	Puberty 2 – body changes <ul style="list-style-type: none"> Define what puberty means Understand that everyone will experience puberty differently Identify key changes which happen during puberty Understand what menstruation is Understand where to go for help and support around puberty and their bodies 	Online contact <ul style="list-style-type: none"> Recognise that it is their own choice to accept something online Recognise ways that people may seek to persuade them online Know what to do if they have any concerns about something they experience online 	Managing challenge and change <ul style="list-style-type: none"> Describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected Recognise conflicting emotions and when these might be experienced Explain how feelings and emotions change over time Identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network 	

Year 6	Different types of families <ul style="list-style-type: none"> Identify the shared characteristics of healthy family life Explain different types of romantic relationships Identify why some people chose to marry or have a civil partnership Identify different family structures and the similarities between these families Explain how to get support if a family relationship is making me feel unhappy or unsafe. 	Keeping your body safe 1 <ul style="list-style-type: none"> Define safe and unsafe Identify which parts of the body are private Define inappropriate or unwanted touch Recognise the right of each individual to decide who can touch their body, where and in what way Identify places and people who can offer help if we are feeling unsafe 	Spending decisions <ul style="list-style-type: none"> Identify ways to keep money safe from loss or theft Explain how money impacts well-being Identify how spending decisions affect others including the environment and supporting charities 	Online friendships and keeping safe. Share Aware 1-Alex <ul style="list-style-type: none"> Understand the dangers of taking personal photographs and sharing them online 	Social Media <ul style="list-style-type: none"> Recognise what wellbeing and social media mean Describe actions a person can take to look after their wellbeing with a balance of online and offline activities Evaluate the positives and negatives of social media 	Changing schools <ul style="list-style-type: none"> Identify the differences between primary and secondary school Describe how it might feel to move to secondary school Explain different ways of managing change 	
	Healthy / harmful relationships <ul style="list-style-type: none"> Identify on/ offline bullying and how to manage this Identify some harmful behaviours in a relationship Explain what forced marriage is and how to get support Define stereotype and discrimination and some strategies to challenge this Understand where to go for help or support with harmful behaviour 	Consent - Keeping your body safe 2 <ul style="list-style-type: none"> Recognise the right of each individual to decide who can touch their body, where, and in what way Can explain consent Recognise the importance of permission seeking/ giving behaviour, and how this can be communicated Identify places and people who can offer help if we are feeling unsafe 	Exploring risk in relation to gambling <ul style="list-style-type: none"> Explain risk in relation to gambling Identify how winning or losing can affect a person's feelings and what makes someone want to take the risk Describe what can influence someone to gamble or feel pressure to do so Recognise who to ask for help if concerned about gambling or the pressure to do something like gambling 	Skills for using the internet safely. Share Aware 2 – Lucy <ul style="list-style-type: none"> Understand the dangers of chatting to strangers online 	Feelings and common anxieties when changing schools <ul style="list-style-type: none"> Identify feelings people might experience when starting a new school / moving to secondary school (KS3) Recognise common causes of worry, challenges and opportunities that may be part of this transition Identify and evaluate the usefulness and reliability of different sources of support and information available; explain how to access them Identify ways to positively manage the move to secondary school (KS3) 		
	Puberty Recap & Expansion <ul style="list-style-type: none"> Can correctly name parts of the internal reproductive organs Understand that everyone's bodies are different and we should respect this Can describe key facts about reproduction and pregnancy Know where to ask for help with questions about their bodies. 						

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Year 7	Transition to secondary school, boundaries <ul style="list-style-type: none"> Identify practical strategies to cope with new and challenging situations Recognise our different emotions when facing changes and problems Take advantage of our everyday opportunities to build skills and support our confidence Prepare ourselves to learn in a new environment, including forming new friendships, understanding new rules and adjusting to a new environment 	Forming positive relationships <ul style="list-style-type: none"> Identify the qualities of positive friendships Describe strategies for dealing with challenges in friendships Explain where and how to access support and help, including from professionals 	Puberty (Let's talk period – additional lesson) <ul style="list-style-type: none"> Define what puberty means. Understand that each individual's experience of puberty will be unique. Define key changes which occur during puberty. Explore strategies to manage the challenges and advantages which come with puberty. Understand where to go to ask for help and support with questions about our bodies 	Smoking <ul style="list-style-type: none"> Describe the reasons why some people smoke Understand the harm smoking does to your health Know who to ask for advice and where to look for guidance on resisting pressure to smoke, including Rise Above, NHS Smokefree website and local stop smoking services Use different strategies to resist pressure to smoke 	Attitudes to mental health <ul style="list-style-type: none"> Evaluate the links between mental health and physical health Identify common misconceptions about mental health Recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health 	Attitudes to money and financial habits - money personalities <ul style="list-style-type: none"> Have reflected on their own attitude to money and spending compared to others Be able to prioritise needs and wants in different scenarios Have calculated the potential cost implications of borrowing to purchase a big item
	Introduction to careers and aspirations <ul style="list-style-type: none"> Recognise that job roles and opportunities in life can carry gender stereotypes, and to confidently challenge these despite expectations from family or our cultural background Identify our future aspirations and learn how to set goals in order to achieve them Learn about different options and routes to take to pursue academia, apprenticeships, work and training Understand that we will all come across difficult decisions to make, such as subject choices, and the importance of taking our time to plan for our futures 	Diversity, discrimination, tolerance & kindness <ul style="list-style-type: none"> Understand a range of stereotypes relating to sex, gender, race, religion, sexual orientation and disability Recognise the damaging impact of stereotyping, discrimination and prejudice Recognise the importance of promoting inclusivity, kindness and tolerance Identify sources of guidance and support including Brook, Stonewall, Childline and Mencap 	Consent & Social Media <ul style="list-style-type: none"> Recognise what consent is. Recognise consent applies to a range of everyday situations. Practice and explore how to ask and respond for consent using verbal and non-verbal language and body language, understanding that consent can be withdrawn Identify ways we can practise better consent in our social media use. Describe where we can get support if we need it. 	Bullying and Cyberbullying <ul style="list-style-type: none"> Describe the meaning of bullying and cyberbullying, and the impact this can have on an individual Explore challenging scenarios and appropriate responses Explain where to seek support and advice on bullying and cyberbullying 	Strategies to support wellbeing <ul style="list-style-type: none"> Recognise that mental health is as important as physical health Understand that our mental health is on a continuum, which can move dependent on different factors Identify key strategies and techniques to support positive mental wellbeing Know where to go for help if they or a friend is struggling with their mental wellbeing 	

Year 8	<p>Exploring personal strengths for employment</p> <ul style="list-style-type: none"> • Recognise three key elements of their personality • Explain how different job roles require a range of skills, interests and personality traits • Identify ways of building an accurate self-image that can guide successful career choices 	<p>Healthy behaviours and relationships</p> <ul style="list-style-type: none"> • Outline what qualities people look for in a potential / current partner • Recognise positive and negative behaviours within relationships • Recognise qualities which we should look for in healthy relationships, including friendships • Understand a range of strategies to deal with harmful behaviours • Understand where people can go for help and support if they are in a relationship that exhibits harmful behaviours 	<p>Social media & digital literacy</p> <ul style="list-style-type: none"> • Define the terms wellbeing and social media • Outline a range of strategies to improve wellbeing (including how to use social media responsibly) • Explain the importance of balance in online and offline activities 	<p>Alcohol</p> <ul style="list-style-type: none"> • Describe the reasons why people drink alcohol and the impact it can have • Identify and assess the risks of underage drinking • Suggest strategies to manage peer pressure around alcohol misuse • Identify sources of guidance and support, including Rise Above, Talk To Frank and NHS 	<p>Promoting emotional wellbeing 1</p> <ul style="list-style-type: none"> • identify the link between physical and mental wellbeing • describe strategies for improving physical and mental wellbeing • explain ways to help those who need support with their physical or mental wellbeing 	<p>What's important for your health</p> <ul style="list-style-type: none"> • Understand the components of good health • Identify different influences that can affect our health choices • Recognise accurate information about health and how to be critical about different sources of information related to health and fitness • Learn about the different ways to keep ourselves healthy including oral health, physical exercise and balanced diet • Understand the importance of accessing health services and support if we are worried about our health
	<p>Basic Life support</p> <ul style="list-style-type: none"> • Conduct a primary survey • Place a casualty who is unresponsive and breathing normally into the recovery position • Identify when it is necessary for CPR (cardiopulmonary resuscitation) to be given (when a casualty is unresponsive and NOT breathing normally) 	<p>Sexual identity & gender stereotypes</p> <ul style="list-style-type: none"> • Explain the difference between biological sex and gender identity • Identify a range of gender identities and recognise that how we identify is on a spectrum • Recognise the impact of stereotyping and ways in which you can promote inclusivity and equality and challenge bullying • Describe how to access local health and support services 	<p>Body image in the digital world</p> <ul style="list-style-type: none"> • Recognise the impact of social media on body image • Know who to ask for advice and where to look for guidance on body image and online stress, including on the Rise Above website • Use techniques for minimising stress that may arise from a negative perception of our body image influenced by social media 	<p>Drugs</p> <ul style="list-style-type: none"> • Identify different types of drugs, both legal and illegal • Identify physical and mental, short-term and long-term health effects of taking drugs • Understand the legislation around drugs and penalties of taking/ carrying/ making/ supplying drugs • Recognise both positive and negative aspects of drugs in society • Recognise different strategies to manage and resist peer pressure • Be aware of available advice and support relating to substance misuse, pressure and addiction, including NHS, Childline and Talk To Frank 	<p>Promoting emotional wellbeing 2</p> <ul style="list-style-type: none"> • recognise the impact of social media on body image • know who to ask for advice and where to look for guidance on body image and online stress • use techniques for minimising stress that may arise from a negative perception of body image influenced by social media 	
			<p>Define what puberty means and consolidate previous knowledge on anatomy, puberty changes, menstrual wellbeing, period products and awareness of bodies.</p> <ul style="list-style-type: none"> • Can name at least 4 different products which people can use to manage their periods. • Think critically about how puberty and menstruation is portrayed in society. • Understand where to go to ask for help and support with questions about our bodies. 			

Year 9	The journey to your career <ul style="list-style-type: none"> Recognise the main stages of transition into employment Identify key decisions linked to their potential long-term career goal List the people, places and things that can help them at each stage or decision Apply these to their own countdown to entering employment 	Consent <ul style="list-style-type: none"> Recognise that the legal age of sexual consent in the UK is 16 and the law relating to consent Recognise consent in terms of freedom, capacity and choice Practice and explore how to ask and respond for consent using verbal and non-verbal language and body language, understanding that consent can be withdrawn Identify myths about sex, sexual violence, rape and consent Describe how to access local support services 	Contraception <ul style="list-style-type: none"> Describe what contraception is and how it works Describe how contraception can reduce the risk of unplanned pregnancies and the transmission of STIs Recognise different methods of contraception and key facts that may impact individual and sexual partnership choices Demonstrate how to use a condom correctly (using a demonstrator) Explain why it is important that all partners take responsibility for contraception Describe how to access local health and support services in your area 	Sexual exploitation - CSE <ul style="list-style-type: none"> Be aware of sexual exploitation in order to improve personal safety Identify different risks and warning signs in relationships and friendships, including gangs Recognise methods of power and control used by peers and adults Understand the law in relation to exploitation Identify where to access support 	Unhealthy coping strategies <ul style="list-style-type: none"> Identify unhelpful thoughts. explain different ways of challenging unhelpful thoughts and where to seek support 	Sex and the media including pornography <ul style="list-style-type: none"> Develop critical thinking skills around viewing sexual media including pornography Recognise that there is diversity in bodies, relationships, sexual desires, gender and sexual identity that is not always represented through media and pornography Understand pornography and the law Develop skills to maintain healthy relationships
	Different types of relationship <ul style="list-style-type: none"> Recognise qualities which we should look for in healthy relationships within families Recognise that there are a variety of different types of families Explore how relationships can be legally recognised in marriage & civil partnerships Understand that marriage is an important choice for some couples but should only be entered into freely and without force 	Sex and the law <ul style="list-style-type: none"> Recognise the key reasons people have sex, what sexual acts are in the eyes of the law and that the legal age of sexual consent in the UK is 16 Describe what is meant by a 'position of trust' in relation to negotiating sexual consent Recognise that some types of unhealthy behaviours within relationships are criminal Describe why the law is there to protect you Recognise that laws relating to sex vary in different countries Describe how to access local support services 	STIs <ul style="list-style-type: none"> Identify and name the most common STIs and their signs and symptom Identify how STIs are transmitted and the level of risk for different types of sexual activity Identify how to prevent the transmission of STIs Recognise barrier methods and how to use a condom correctly (using a demonstrator) Identify how to test for and treat common STIs Describe how to access local health and support services 	Youth produced sexual imagery <ul style="list-style-type: none"> Describe your rights and responsibilities around digital images in relation to creating, possessing and sharing them Recognise the risks and benefits of relationships of the online world Understand the reasons why people might ask for or send digital images and how to deal with pressure around sexual imagery Describe what you can do and where you can go for help and support for issues with online relationships 	Healthy coping strategies <ul style="list-style-type: none"> explain what loneliness and connection means give advice to a young person who wants to feel more connected evaluate different actions that can be used to build connections 	
				Define what puberty means and recap body changes. <ul style="list-style-type: none"> Understand myths and taboos concerning periods Define fertility and understand reproductive health issues Understand where to go to ask for help and support with questions about our bodies. 		

Year 10	Recognising skills for success in the workplace <ul style="list-style-type: none"> Identify a range of core transferable skills and why they are important Reflect on the skills they have and the best way to develop these Identify ways to demonstrate skills to employers in an interview scenario 	Sex pressures and risk taking behaviour <ul style="list-style-type: none"> Recognise consent in terms of freedom, capacity and choice Practice and explore how to communicate consent (in sex and other contexts), understanding that consent can be withdrawn Recognise that alcohol and drugs can have an impact on sexual behaviour Assess readiness for sex and sexual activity Describe how to access local support services 	Pregnancy Choices <ul style="list-style-type: none"> Identify the three main choices someone has when pregnant Describe key facts about abortion and the law Assess what might be factors in someone's decision to continue or not continue with a pregnancy Describe how to access local health and support services in your area 	Online presence <ul style="list-style-type: none"> Understand the importance of ensuring a positive and respectful presence online Identify why it is important to act legally and responsibly online Critically assess what we read and see online Describe how information is stored and shared online Understand the importance of reporting illegal content, risk or online harm as soon as possible 	New challenges <ul style="list-style-type: none"> Identify expected and unexpected changes Describe the impact that change can have Explain different ways of managing change and where to seek support 	Post Key stage 4 options <ul style="list-style-type: none"> Understand different options and career paths post 16 years Identify places that they might wish to train or study to help pursue their careers Recognise that there are stereotypes surrounding career and job-roles, and learn how to challenge these Know where to go for help and advice regarding options post 16
	Writing a successful CV <ul style="list-style-type: none"> Explain what a CV is used for and be familiar with two common formats Understand that a CV should highlight the skills, personal qualities, qualifications, interests and experience that a potential employer is looking for Create a draft CV 	Relationships and equality <ul style="list-style-type: none"> Identify the qualities of a healthy relationships and their positive benefits Explore how relationships can be legally recognised in marriage & civil partnerships Describe factors which impact values around sex and relationships Explain that no one should be discriminated against based on their protected characteristics Describe how to access services for advice and support 	Roles and responsibilities of parents <ul style="list-style-type: none"> Identify the qualities needed for parenthood Explore values and attitudes related to parenting and relationships Identify factors which may contribute to families choosing to adopt or foster children Describe the potential challenges of becoming a young parent 	Gambling behaviours and managing impulsivity <ul style="list-style-type: none"> Explain how others can influence gambling related decisions Explain what 'impulsivity' and 'delayed gratification' are and how they relate to gambling Describe ways to manage peer and media influence on gambling decisions 	Reforming negative thinking <ul style="list-style-type: none"> Identify unhelpful thoughts Explain different ways of challenging unhelpful thoughts and where to seek support 	

Year 11	Exam stress <ul style="list-style-type: none"> Identify signs of exam stress in themselves and others Know who to ask for advice and where to look for guidance on exam stress, including the Rise Above website Select and use strategies to help them manage exam stress, including revision techniques 	Identifying harmful behaviours <ul style="list-style-type: none"> Identify the qualities of healthy relationships and the skills needed to support them Describe different types of abuse and the possible effects on the survivors of abuse Identify harmful sexual behaviours, including sexual harassment Recognise that abuse is always wrong, and that people of all genders can be perpetrators and victims of abuse and sexual violence Identify the range of support available for those in abusive situations and the benefits from seeking help 	Forced marriage and honour based violence <ul style="list-style-type: none"> Recognise the difference between forced marriage and arranged marriage Understand the law in relation to forced marriage and honour based violence Identify the consequences of forced marriage Describe how to get help and support 	Dangerous friendships <ul style="list-style-type: none"> Recognise harmful behaviours in friendship groups and relationships Understand how to safely respond in a dangerous situation Build resilience and manage peer pressures Identify positive influences Describe how to exit aggressive situations safely and know where to go for help and support 	Recognising mental ill health & when to get help and promoting emotional wellbeing <ul style="list-style-type: none"> Recognise signs that someone might have mental health issues such as a mood disorder, stress or anxiety Explain when and whom to tell if concerned for theirs or someone else's mental wellbeing Describe the range of support available for those with emotional or mental health problems, including how best to access local services
	Understanding and managing debt <ul style="list-style-type: none"> Identify ways of reducing spending and saving regularly by completing a budget Discuss different reasons for, and ways of, borrowing money Complete a savings action plan for a fictional character 	Online harmful behaviours <ul style="list-style-type: none"> Identify online manipulation and know how to report it Recognise harmful online behaviours and where to get help Navigate the internet more critically, questioning online content and not believing things at face value Challenge unrealistic expectations and behaviours portrayed online Enjoy the internet safely and positively 	Healthy choices and responsibilities <ul style="list-style-type: none"> Recognise where to access reliable sources of information, advice, support in regards to health Identify barriers and understand how to overcome them when accessing health services Explain how to take responsibility for all aspects of personal health including self-examination Feel more confident accessing health services and asking for help and advice about physical and mental health concerns 	Social and emotional risks – drugs <ul style="list-style-type: none"> Identify the consequences and risks of legal and illegal substance use on mental/physical health, relationships, our futures and the community Explore stereotypes around drug use and those who misuse drugs Recognise the ways in which drugs influence decision making, particularly around sexual activity Be aware of available advice and support relating to substance misuse, pressure and addiction, including NHS, Childline and Talk To Frank 	Gender recap <ul style="list-style-type: none"> Explain the difference between biological sex and gender identity Identify a range of gender identities and recognise that how we identify is on a spectrum Recognise the impact of stereotyping and ways in which you can promote inclusivity and equality and challenge bullying Describe how to access local health and support services