

Concept	Explanation of concept
Celebrating Diversity & Equality	An exploration of the diverse society we live in, both nationally and globally. This core theme allows students to gain an understanding of their own identity, as well as gaining an insight into other students and encouraged to develop empathy for others and support others who may be different, yet very much equal to them.
Rights, Responsibilities & Social Values	Within this core theme, students gain an insight into the British society, as we know it today. This includes, laws, politics and parliament, including how the country is run. Crime and punishment and how offences are dealt with, including the fairness and justice of this, from both a set of eyes for sale discussion this unit asks students to think critically and evaluate the effectiveness of the British and global idea of justice.
Keeping Safe Online and Offline	Dealing with safety both in the real and online world. This theme offers advice and support how to keep safe and where to get help if needed. In addition, with the technological world growing ever more every day, this theme shows both the positive and negative impacts of technology on individuals. Key focus within this core theme include: drugs, gangs (including county lines), wide crime, peer pressure, as well as issues relating to media/social media.
Life Beyond School	Introduced at the end of Year 8, this theme focuses on life beyond school. The future concepts discussed range from options and career paths, personal happiness and finance. This unit aims to help develop a pupil's cultural capital and allow them to thrive as an individual and adult citizen.

September 2024 - July 2025		Half term 1 (7 weeks)	Half term 2 (7 weeks)	Half term 3 (6 weeks)	Half term 4 (6 weeks)	Half term 5 (5 weeks)	Half term 6 (7 weeks)	
<b>Year 7</b>								
<b>Learning</b>	Respecting others - a series of lessons which focus on respect, empathy, and highlight the importance of empathy rather than bullying.	Life after school - Healthy lifestyles - road safety, healthy eating, firework safety. A series of lessons on mobile safe and online internet devices, on how to keep fit and healthy.	Staying Safe Online and Offline - An introduction into keeping safe both in the real world, and in the world of technology. Touching on key issues such as online safety, drugs, gangs, bullies and peer pressure.	What is politics? What is a Parliament? Why does it exist in the UK? To explore the duties of politics, keep the country in an	Transition into teenage/adult life	Before the summer break, we discuss safety around different topics: Drugs and alcohol addiction - providing age-appropriate knowledge about substance use and the understanding and skills to manage influences young people experience in relation to tobacco, alcohol and other drugs. This lesson introduces concepts of substance use through a focus on the risks and effects of alcohol consumption.		
<b>Concepts</b>	Collaboration/ Diversity & Equality	Life Beyond School	Staying Safe Online and Offline	Politics: Respects/Diversity & Equality	Life Beyond School	Staying Safe Online and Offline	Staying Safe Online and Offline	
<b>Sticking Points</b>	What is your identity? Friendship and empathy Bullying and cyber-bullying Friendship challenges Separation and differences/peer influence Hygiene lessons - Wash or treat - safety.	What is a healthy lifestyle? Firework safety Healthy eating and healthy choices Independence when staying healthy Road safety Dental health	PSH: ED Are we responsible with social media Online gaming, growing and websites - sleep habits Mobile handsets PSH: ED - is this better or both?/not?	British Values - explained What is politics? What is Parliament? How is the UK run? - British Value democracy Being safe when heard Election context (2x lessons)	Using our phones sensibly - PSH ED Caring for others PSH: ED - is this better or both?/not? Safety	Using our phones sensibly - PSH ED Caring for others PSH: ED - is this better or both?/not? Safety	Using our phones sensibly - PSH ED Caring for others PSH: ED - is this better or both?/not? Safety	Using our phones sensibly - PSH ED Caring for others PSH: ED - is this better or both?/not? Safety
<b>PSHE Association core theme</b>	Health and Wellbeing Relationships	Health and Wellbeing Relationships (same in the wider world)	Health and Wellbeing Relationships (same in the wider world)	Living in the wider world	Health and Wellbeing Living in the wider world Relationships	Health and Wellbeing Living in the wider world Relationships	Health and Wellbeing Living in the wider world Relationships	
<b>PSHE Association - Specific Links</b>	H5, how we are all unique, that recognizing and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing. H2 to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment). H4, simple strategies to help build resilience to negative opinions, judgments and comments. H6, how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary. H1, about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them. H2, indicators of positive, healthy relationships and unhealthy relationships, including online. H3, about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation. H5, to clearly and develop personal values in friendships, love and sexual relationships. H2B, the importance of trust in relationships and the behaviours that can undermine or build trust.	Healthy lifestyle? - H53 - H54, H55, H56, H57, H58, H59. H5, to recognize and manage internal and external influences on decisions which affect health and wellbeing. H13, the importance of, and strategies for, maintaining a balance between school, work, leisure, interests, and online activities. H14, the benefits of physical activity and exercise for physical and mental health and wellbeing. H15, to recognize and manage what influences their choices about health and wellbeing. H17, the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices. H18, what might influence decisions about eating a balanced diet and strategies to manage eating choices. H19, importance of taking increased responsibility for their own physical health including dental visits, sun safety and self-examination (especially testicular self-examination in law 833), the purpose of vaccinations offered during adolescence for individuals and society. Responsible health - H19 - H20 - H21. Personal - H22. H23, to identify risk and manage personal safety in increasingly independent situations, including online. H33, ways of assessing and reducing risk in relation to health, wellbeing and personal safety. H32, strategies for identifying risks and emergency situations, including online, ways to manage these and get appropriate help, including where there may be legal consequences. Road safety H30/H31	Healthy lifestyle? - H53 - H54, H55, H56, H57, H58, H59. H5, to recognize and manage internal and external influences on decisions which affect health and wellbeing. 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<b>Citizenship National Curriculum</b>				the development of the political system of democratic government in the United Kingdom, including the role of citizens, Parliament and the monarch. 3 the operation of Parliament, including voting and elections, and the role of political parties. 4 the various liberties enjoyed by the citizens of the United Kingdom.	the development of the political system of democratic government in the United Kingdom, including the role of citizens, Parliament and the monarch. 3 the operation of Parliament, including voting and elections, and the role of political parties. 4 the various liberties enjoyed by the citizens of the United Kingdom.	the development of the political system of democratic government in the United Kingdom, including the role of citizens, Parliament and the monarch. 3 the operation of Parliament, including voting and elections, and the role of political parties. 4 the various liberties enjoyed by the citizens of the United Kingdom.	the development of the political system of democratic government in the United Kingdom, including the role of citizens, Parliament and the monarch. 3 the operation of Parliament, including voting and elections, and the role of political parties. 4 the various liberties enjoyed by the citizens of the United Kingdom.	
<b>Fundamental British Values</b>				Democracy Mutual respect and tolerance Rule of law	Individual liberty Mutual respect Rule of law	Individual liberty Mutual respect Rule of law	Individual liberty Mutual respect Rule of law	
<b>Aos</b>	Lesson 1 - I can describe my identity. I understand a range of influences on my identity. I'm able to explain myself at home and at school. Lesson 2 Students will be able to identify a range of strategies for making and maintaining positive friendships. Describe or demonstrate how to negotiate with peers. Analyse the effectiveness of strategies that can be used to resolve others. Lesson 3 Students will be able to identify bullying in all its forms and the potential impact it can have on those involved. Describe signs and strategies to prevent bullying. Explain how and when to communicate concerns about friendships and bullying, including online. Lesson 4 - Students will be able to identify how to distinguish between healthy and unhealthy communication within friendships, including online. Explain various forms of communication used during friendships challenges on computers, and their potential impact. Demonstrate conflict management skills and strategies to resolve after disputes. Evaluate exit strategies in risky situation and how to access support. Lesson 5 - Students will be able to Explain how a culture of equality and inclusion can reduce bullying. Describe strategies for managing peer influence, including online. Analyse the roles peers can play in negotiating one another to resist pressure and influence, in relation to bullying. Develop our skills of empathy and respect.	Healthy lifestyle - I know what a balanced lifestyle is and why it is important. I can make informed decisions when it comes to food and physical activity. I understand the links between sleep, food and physical activity and how it can affect my daily feelings and performance. Responsible health - I know how to assess health services. I understand how to maintain personal hygiene including hand and personal hygiene. I can be take responsibility for my own physical health - sun safety and dental. Personal - Explain the things regarding firework use. Assess risks related to fireworks and bonfires. Evaluate strategies for managing personal safety in relation to fireworks and bonfires. Road safety - understand about the personal responsibilities young people have when travelling on the roads and how to manage the risks involved. I know what internet means.	Healthy lifestyle - I know what a balanced lifestyle is and why it is important. I can make informed decisions when it comes to food and physical activity. I understand the links between sleep, food and physical activity and how it can affect my daily feelings and performance. Responsible health - I know how to assess health services. I understand how to maintain personal hygiene including hand and personal hygiene. I can be take responsibility for my own physical health - sun safety and dental. Personal - Explain the things regarding firework use. Assess risks related to fireworks and bonfires. 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Road safety - understand about the personal responsibilities young people have when travelling on the roads and how to manage the risks involved. I know what internet means.	Lesson 1 - I can explain the British Values and why they are important to promote. Lesson 2 I can explain how the Government is formed. I understand the different types of elections held within the UK. I can explain several reasons why voting is important. Lesson 3 I understand what makes up the UK Parliament. I know what a democracy is. I can explain the role of a MP and how they help to run the country. Lesson 4 - I understand what a general election is. I can evaluate the importance of exercising your right to vote. We know how to have our voices heard. Lesson 5 - Class election. To explain what issues matter to us. To understand what a political party is. To apply our new knowledge and to create a new political party for the UK. I can recognize an unsafe friendship. I know how to manage healthy and unhealthy friendships. I know what internet means.	Phone safety lesson - Evaluate the use of mobile phones. Identify and explain solutions to potential problems. Learn how to use a mobile phone safely and smartly. Demonstrate skills of respect and listening. Caring for others - I know a range of ways I can care for others, emotionally and physically. Personal/behaviour lessons - I know the importance of strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and emotional wellbeing. I can identify indicators of positive, healthy relationships and unhealthy relationships. Lesson 1 - I know what alcohol is and the different forms it comes in. I can explain the short and long term impacts of alcohol use. I can explain the impact alcohol misuse is having on society. Lesson 2 I understand all the health consequences of smoking. I understand how the government is helping people to quit smoking. I know the difference between smoking and vaping. I understand the risks associated with vaping.	Lesson 1 - I know what alcohol is and the different forms it comes in. I can explain the short and long term impacts of alcohol use. I can explain the impact alcohol misuse is having on society. Lesson 2 I understand all the health consequences of smoking. I understand how the government is helping people to quit smoking. I know the difference between smoking and vaping. I understand the risks associated with vaping.	Lesson 1 - I know what alcohol is and the different forms it comes in. I can explain the short and long term impacts of alcohol use. I can explain the impact alcohol misuse is having on society. Lesson 2 I understand all the health consequences of smoking. I understand how the government is helping people to quit smoking. I know the difference between smoking and vaping. I understand the risks associated with vaping.
<b>Common Misconceptions</b>	Identity is something which can not change. The equality means that everyone is treated equally. Achievements and opportunities are the same thing.	Peer pressure only relates to alcohol. You can not be addicted to a partner.	Peer pressure only relates to alcohol. You can not be addicted to a partner.	Peer pressure only relates to alcohol. You can not be addicted to a partner.	Peer pressure only relates to alcohol. You can not be addicted to a partner.	Peer pressure only relates to alcohol. You can not be addicted to a partner.	Peer pressure only relates to alcohol. You can not be addicted to a partner.	Peer pressure only relates to alcohol. You can not be addicted to a partner.
<b>Year 8</b>								
<b>Learning</b>	Empowering and community - addressing discrimination and extension. Learning about the diverse society we live in, including the issues of stereotyping, inclusion and equality, including the equality act and protected characteristics.	Keeping safe - RICE - these lessons are designed to support pupils in developing strategies to keep themselves and others safe.	Understanding the law - To introduce students to the concept and purpose of law and to begin to consider their role within it.	Citizenship - an insight into the roles and responsibilities of citizens in the UK. Students will understand that everyone has a role to play in making a community a successful one.	Essential life skills: money/road finance	A range of hard hitting topics to support youth in disengage strategies to stay safe. Healthy relationships		
<b>Concepts</b>	Collaboration/ Diversity & Equality	Staying Safe Online and Offline	Understanding the law	Citizenship	Essential life skills: money/road finance	Staying Safe Online and Offline	Staying Safe Online and Offline	
<b>Sticking Points</b>	Identity and community Bias and stereotyping Discrimination and protected characteristics Equality Values and constructive disagreement	How do we balance independence and risk? What makes a gang a gang? What do you mean by 'independence'? What is additional?	What is the age of criminal responsibility? What are protected characteristics? What is a 'hate crime'? What do you mean by 'independence'? Reasonable or not?	Community Charity Public institutions and voluntary groups - good shepherd centre/food banks Using together to form unity Living in the wider world Health and wellbeing Relationships	Financial Management Money - budgeting Money - understanding credit and debt Using together to form unity Bank accounts interest and credit	Financial Management Money - budgeting Money - understanding credit and debt Using together to form unity Bank accounts interest and credit	Financial Management Money - budgeting Money - understanding credit and debt Using together to form unity Bank accounts interest and credit	Financial Management Money - budgeting Money - understanding credit and debt Using together to form unity Bank accounts interest and credit
<b>PSHE Association core theme</b>	Relationships (same in the wider world)	Relationships (same in the wider world)	Relationships (same in the wider world)	Living in the wider world	Health and wellbeing Living in the wider world Relationships	Health and wellbeing Living in the wider world Relationships	Health and wellbeing Living in the wider world Relationships	

<p><b>PSHE Association - Specific Links</b></p>	<p>R38 To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39 The impact of stereotyping, prejudice and discrimination on individuals and communities R40 About the unsustainability of prejudice-based language and behaviour; officers and online; including racism, homophobia, biphobia, transphobia, racism, sexism and faith-based prejudice R41 The need to promote inclusion and challenge discrimination, and how to do so safely, including online R42 The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R43 To recognise and challenge stereotypes and family or cultural expectations that may limit aspirations R44 To be any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviour R37 R5 R3 R4 R5</p>	<p>R37 To recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help R38 To manage personal safety in relation to travel, such as cycle safety, young driver and passenger safety R40 About the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviour R45 Strategies to manage pressure to join a gang, exit strategies and how to access appropriate support R46 The characteristics of abusive behaviour, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation R47 About the concept of grooming and addiction, including strategies to recognise warning signs, including online; how to report abusive behaviour to access support for themselves or others R48 About the risks and effects of legal drugs common to everyday life in e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines and their impact on health R49 To be any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviour R37 R5 R3 R4 R5</p>	<p>R54 The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships, including work settings R55 To further develop the skills of active listening, clear communication, negotiation and compromise R56 To develop conflict management skills and strategies to reconcile after disagreements R58 To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R59 The impact of stereotyping, prejudice and discrimination on individuals and communities R60 About the unsustainability of prejudice-based language and behaviour R61 The need to promote inclusion and challenge discrimination, and how to do so safely, including online R62 To recognise peer influence and to develop strategies for managing it R63 To be any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviour R37 R5 R3 R4 R5</p>	<p>H10 How to identify risk and manage personal safety in increasingly independent situations, including online H11 Ways of assessing and reducing risk in relation to health, wellbeing and personal safety H12 How safety and responsibility form, maintain and manage positive relationships, including online H13 The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friends) H14 To further develop and enhance the skills of team working H15 To recognise financial exploitation in different contexts (e.g. drug and money markets, online scams) H16 To assess and manage risk in relation to financial decisions that young people might make H17 About values and attitudes relating to finance, including debt H18 To manage emotions in relation to money H19 To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions H20 To recognise financial exploitation in different contexts (e.g. drug and money markets, online scams) H21 To assess and manage risk in relation to financial decisions that young people might make H22 To research, choose and select topical issues, problems and events H23 To realise the consequences of virtual and aggressive behaviours H24 To recognise the different risks in different situations, and then decide how to behave responsibly, including sensible road use, and judging what level of physical contact is acceptable or unacceptable H25 That people can be behind an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resolving pressure to do wrong H26 That their actions affect themselves and others, to care about other people's feelings and to try to use things from their points of view H27 To control anger and moral dilemmas that they come across in life</p>	
<p><b>Citizenship National Curriculum</b></p>	<p>The previous liberties enjoyed by the citizens of the United Kingdom</p>	<p>The previous liberties enjoyed by the citizens of the United Kingdom The nature of rules and law, and the justice system, including the role of the police The nature of rules and law, and the justice system, including the role of the police</p>	<p>The previous liberties enjoyed by the citizens of the United Kingdom The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p>	<p>How the functions and uses of money, the importance and practice of budgeting, and managing risk</p>	
<p><b>Fundamental British Values</b></p>	<p>Respect for individual liberty</p>	<p>Mutual respect and tolerance Rule of law Individual liberty Rule of Law</p>	<p>Rule of Law Individual Liberty Mutual respect and tolerance</p>	<p>Individual Liberty</p>	<p>Mutual respect and tolerance Rule of Law</p>
<p><b>AOs</b></p>	<p>Lesson 1 - Students will be able to describe some of the ways that people can be similar and different to one another explain what may affect whether someone feels they belong in a community suggest or identify strategies to help people to belong in their own communities Lesson 2 - Students will be able to describe a range of cognitive biases (including implicit bias) and how these can affect decisions and actions evaluate how these biases affect decision making and make fairer decisions explain what a majority effect is and how beliefs affect someone's wellbeing or sense of belonging recognise and suggest ways to safely challenge stereotypes across a range of contexts Lesson 3 - Students will be able to identify examples of discriminatory behaviour in a range of contexts describe the possible effects that discriminatory behaviour can have on someone explain how the law protects people from discrimination, including what is meant by the term 'protected characteristics' suggest ways to safely challenge and seek help in relation to discrimination Lesson 4 - Know what equality is; can explain why the Equality Act 2010 was passed; understand why it is important that people are treated equally; can explain how the Equality Act 2010 promotes British Values Lesson 5 - Students will be able to identify a range of values that people might hold describe different ways that people may view and act upon the same values describe the feelings that may arise during disagreements and a range of ways to manage conflict explain how constructively discussing differences in viewpoints can be beneficial Lesson 6 - Students will be able to explain how a range of viewpoints, backgrounds and opinions can benefit a community analyse the risks of a community in supporting the wellbeing of people who are different Lesson 7 - Students will be able to describe ways that everyone can play a role or make different contributions to the community they are part of</p>	<p>A definition of risk How children (and adults) must learn to balance the benefits of independence with levels of risk That adult perception of risk may be quite different to that of young people The number of casualties on Britain's roads, and that there has been a decrease of 64% in casualties involving at least one younger car driver About the quality of evidence Some of the key drivers and needs that young people have that drive behaviour Aspects of the sociology and psychology of adolescence, which can also influence young people's choices Some of the 'push' and 'pull' factors that may entice young people into gangs How easy or not, it might be to leave a gang A definition and the dangers of child criminal exploitation, and the four stages of grooming The difference between substance addiction and behavioural addictions Financial sources of help for adolescents The definition of a scam, and how scaming is being addressed by some other countries, and that the most recent statistics from the NSPCC suggest that scaming has increased to 5% up from 0% in 2019, around one in five (21%) of 12-year-olds girls were classified as current e-cigarette users Although many are not harmful, there are some that are and are prohibited Doctors to help people quit smoking tobacco, many vapers contain nicotine, which is addictive, and that the long-term health impacts of vaping remain unclear Why some students might not report that concerns to the school</p>	<p>Rule of Law: Enables students to distinguish right from wrong and to respect the civil and criminal law of England Encourages students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely Discourages an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety Respect: Encourages students to respect others</p>	<p>I know the importance of building good money habits from a young age. I understand attitudes to borrowing money I understand how debt and borrowing money can impact on personal finance, I am able to budget my own money for the future I understand the meanings of a wide range of finance key terms. I can evaluate different ways of saving money. I can explain the many advantages to having a bank account. To explain key differences between credit and debit cards. To be able to highlight the dangers of getting into debt. To know how to prevent getting into debt. To know how to effectively view, budget and manage money</p>	<p>Friendships have different stages of intimacy and do not have to be physically intimate Consent can be given, and then withdrawn at any stage, and this must be respected consistently A definition of child sexual exploitation The legal obligations of a child and what constitutes child-on-child abuse, and that it has increased significantly over the last 10 years How an individual of the adult community can contribute to preventing sexual harassment What is the Equality Act and protected characteristics A definition of racism (including both ethnicity and nationality) Why gender-neutral toilets are more equitable How sexist comments might be addressed Some of the things that our school community could (should) do to prevent sexism</p>
<p><b>Common Misconceptions</b></p>	<p>Prejudice and discrimination are the same thing Stereotyping are acceptable Discrimination on what occurs rarely is</p>	<p>Our country's laws are the same Rights and Laws are the same thing It is illegal to stop and search Every person is the same, all prisoners are sent together There is only one punishment for people together</p>	<p>Students will develop an understanding of the individual rights and responsibilities of citizens. Develop skills of respecting others and empathy, encourage students to maintain a fair and kind balance to the benefits of all.</p>	<p>Money is easy to get No amount of how money can pass interest</p>	
<p><b>Year 9</b></p>	<p><b>Learning</b></p>	<p>Mental Health and emotional wellbeing - A series of lessons addressing attitudes surrounding mental health, including the effects of social media on mental health, healthy coping strategies and how to help oneself, others, and someone in crisis to have access to help</p>	<p>First aid and CPR training - essential life skills. Essential Life Skills - This unit allows students to learn and practice some important, and at times, life saving skills such as first aid, what to do in an emergency, the recovery position and CPR</p>	<p>Choices and pathways - students work through a series of lessons looking at employment skills and pathways, linked to the new GCSEs with their careers, as well as future career pathways</p>	<p>Legal and illegal drugs - Drug education is a part of any student's learning. This unit, as an introduction to Drugs Education, highlights the various impact ANY drugs can have on a person, both short and long term (social, psychological, financial, physical). This unit also contains help for anyone who's ever used it on the basis of drugs.</p>
<p><b>Concepts</b></p>	<p>British Values - values against hate lessons 1/2 INFC CRIME 1 INFC CRIME 2 Role models Serious and organised crime</p>	<p>Attitudes towards mental health Promoting emotional wellbeing Digital resilience Unhealthy coping strategies (self harm and eating disorders) Healthy coping strategies Change, loss and grief</p>	<p>Basic first aid Making a 999 call CPR Recovery position Definitions and how to use them</p>	<p>Future skills/bring a life long learner What does it mean to be an employer? What does success mean to you? Environment, self-employment and volunteer work</p>	<p>Introduction to Drugs Education Drugs and the law Drugs and managing risks Drugs and their effects - Alcohol and cannabis Managing influence Different Types of Addictions</p>
<p><b>Sticking Points</b></p>	<p>Living in the wider world Relationships</p>	<p>Health and wellbeing Relationships Living in the wider world</p>	<p>Health and Wellbeing Living in the wider world</p>	<p>Living in the wider world Relationships</p>	<p>Health and Wellbeing</p>
<p><b>PSHE Association - Specific Links</b></p>	<p>R10 How to identify risk and manage personal safety in increasingly independent situations, including online R11 Ways of assessing and reducing risk in relation to health, wellbeing and personal safety R12 How safety and responsibility form, maintain and manage positive relationships, including online R13 The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friends) R14 To further develop and enhance the skills of team working R15 To recognise financial exploitation in different contexts (e.g. drug and money markets, online scams) R16 To assess and manage risk in relation to financial decisions that young people might make R17 About values and attitudes relating to finance, including debt R18 To manage emotions in relation to money R19 To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions R20 To recognise financial exploitation in different contexts (e.g. drug and money markets, online scams) R21 To assess and manage risk in relation to financial decisions that young people might make R22 To research, choose and select topical issues, problems and events R23 To realise the consequences of virtual and aggressive behaviours R24 To recognise the different risks in different situations, and then decide how to behave responsibly, including sensible road use, and judging what level of physical contact is acceptable or unacceptable R25 That people can be behind an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resolving pressure to do wrong R26 That their actions affect themselves and others, to care about other people's feelings and to try to use things from their points of view R27 To control anger and moral dilemmas that they come across in life</p>	<p>R38 To manage personal safety in relation to travel, such as cycle safety, young driver and passenger safety R40 About the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviour R45 Strategies to manage pressure to join a gang, exit strategies and how to access appropriate support R46 The characteristics of abusive behaviour, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation R47 About the concept of grooming and addiction, including strategies to recognise warning signs, including online; how to report abusive behaviour to access support for themselves or others R48 About the risks and effects of legal drugs common to everyday life in e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines and their impact on health R49 To be any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviour R37 R5 R3 R4 R5</p>	<p>R54 The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships, including work settings R55 To further develop the skills of active listening, clear communication, negotiation and compromise R56 To develop conflict management skills and strategies to reconcile after disagreements R58 To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R59 The impact of stereotyping, prejudice and discrimination on individuals and communities R60 About the unsustainability of prejudice-based language and behaviour R61 The need to promote inclusion and challenge discrimination, and how to do so safely, including online R62 To recognise peer influence and to develop strategies for managing it R63 To be any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviour R37 R5 R3 R4 R5</p>	<p>H10 How to identify risk and manage personal safety in increasingly independent situations, including online H11 Ways of assessing and reducing risk in relation to health, wellbeing and personal safety H12 How safety and responsibility form, maintain and manage positive relationships, including online H13 The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friends) H14 To further develop and enhance the skills of team working H15 To recognise financial exploitation in different contexts (e.g. drug and money markets, online scams) H16 To assess and manage risk in relation to financial decisions that young people might make H17 About values and attitudes relating to finance, including debt H18 To manage emotions in relation to money H19 To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions H20 To recognise financial exploitation in different contexts (e.g. drug and money markets, online scams) H21 To assess and manage risk in relation to financial decisions that young people might make H22 To research, choose and select topical issues, problems and events H23 To realise the consequences of virtual and aggressive behaviours H24 To recognise the different risks in different situations, and then decide how to behave responsibly, including sensible road use, and judging what level of physical contact is acceptable or unacceptable H25 That people can be behind an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resolving pressure to do wrong H26 That their actions affect themselves and others, to care about other people's feelings and to try to use things from their points of view H27 To control anger and moral dilemmas that they come across in life</p>	<p>Lesson 2 - H32 H33 H34 H35 H36 H37 H38 H39 H40 H41 H42 H43 Lesson 3 - H32 H33 H34 H35 H36 H37 H38 H39 H40 H41 H42 H43 Lesson 4 - H32 H33 H34 H35 H36 H37 H38 H39 H40 H41 H42 H43 Lesson 5 - H32 H33 H34 H35 H36 H37 H38 H39 H40 H41 H42 H43 Lesson 6 - H32 H33 H34 H35 H36 H37 H38 H39 H40 H41 H42 H43</p>
<p><b>Citizenship National Curriculum</b></p>	<p>The previous liberties enjoyed by the citizens of the United Kingdom The nature of rules and law, and the justice system, including the role of the police and the responsibilities of citizens and the police</p>	<p>The previous liberties enjoyed by the citizens of the United Kingdom The nature of rules and law, and the justice system, including the role of the police and the responsibilities of citizens and the police</p>	<p>The previous liberties enjoyed by the citizens of the United Kingdom The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p>	<p>How the functions and uses of money, the importance and practice of budgeting, and managing risk</p>	
<p><b>Fundamental British Values</b></p>	<p>Mutual respect and tolerance Rule of law Individual liberty</p>	<p>Mutual respect and tolerance Rule of law Individual liberty</p>	<p>Mutual respect and tolerance Rule of law Individual liberty</p>	<p>Individual Liberty Mutual respect and tolerance Rule of law</p>	



<p><b>PSHE Association - Specific Links</b></p>	<p>L13: the skills and attitudes to manage rights and responsibilities at work including health and safety procedures  L14: about confidentiality in the workplace, when it should be kept and when it might need to be broken  L15: about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it  L16: how to effectively budget, including the benefits of saving  L17: how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks  L18: to recognise and manage the range of influences on their financial decisions  L19: to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights  L20: the skills to challenge or seek support for financial exploitation in different contexts including online  L21: to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts  Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent</p>	<p>L1: to evaluate and further develop their study and employability skills  L2: to evaluate their own personal strengths and areas for development and use this to inform goal setting  L3: how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p>	<p>Lesson 1 - KS3 KS3 KS4 KS2  Lesson 2 - KS3 KS4, KS7, KS2, KS2 KS4 KS9, KS2, KS1  Lesson 4 - KS4 KS9, KS2, KS2</p>	<p>Lesson 5- KS4 KS7 + KS8  Lesson 6- KS3 KS3 KS4 KS2</p>		
<p><b>Citizenship National Curriculum</b></p>	<p>Rule of Law  Individual liberty</p>	<p>Rule of Law  Individual liberty  Democracy  Mutual respect and tolerance</p>	<p>Rule of Law  Individual liberty  Democracy  Mutual respect and tolerance</p>	<p>Rule of Law  Individual liberty  Democracy  Mutual respect and tolerance</p>		
<p><b>Fundamental British Values</b></p>	<p>Lesson 1 - To be able to explain how money works in the real world, using terminology such as budgeting. To be able to highlight different types ways of spending money.  Lesson 2 - To explain key differences between credit and debt. To be able to highlight the dangers of getting into debt. To know how to prevent getting into debt.  Lesson 3 - To be able to identify what their consumer rights are and where to go to if they feel like they are not being upheld.  Lesson 4 - Workplace safety – to ensure that their own employment rights are being met. To correctly identify what each section on a payroll means and explain why there are always certain deductions.</p>	<p>Lesson 5 - I am aware of the dangers associated with smart phone and screen addiction. I understand what makes a good environment to sleep and study in. I can explain the benefits and drawbacks of increasing use and reliance on technology in my life.  Lesson 6 - I can identify the symptoms of stress. I know range of ways to deal with any exam stress I have. I understand how different amounts of stress can impact my performance and ability to think clearly.  British Values lessons - I can understand what the British Values are and why they are important.</p>	<p>Lesson 1 - I know what my online reputation is like. I know how to conduct an online search of myself. I understand what personal branding is.  Lesson 2 - I understand what a substance addiction is. I can explain how a substance addiction impacts wider society. I would know how to help someone with an addiction.</p>	<p>Lesson 3 - I know how to handle potential peer pressure to experiment with drugs. I understand how drugs are trafficked globally. I can explain the international war on drugs.  Lesson 4 - I know the risks associated with attending parties and festivals. I know how to keep myself safe. I can explain the dangers.  Lesson 5 - I can explain the difference between Cosmetic and Aesthetic procedures. I understand the negative impact procedures can have on the body and mind. I can explain the external influences on people to change the way they look.</p>		
<p><b>AOs</b></p>						
<p><b>Common Misconceptions</b></p>			<p>Does you delete something from being online, that means that it is gone forever.  There are no risks with live streaming.  Regular and pain buds used to be legal, that means that they are not dangerous/harmful</p>	<p>Everyone experiments with drugs at festivals.  There is no international war on Drugs.  Cosmetic and Aesthetic are the same thing</p>		