



Inclusion is at the **heart** of our trust

Long Term/Curriculum Plan

School:

Crosshill School

Subject:

PSHCE Inspire

Curriculum Planning

at Oak Learning Partnership



Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	At Crosshill School the PSHCE Curriculum is led by Laura Whittle. During the designing and writing of the current PSHE curriculum documents, support and contributions have been made by Sharon Booth- previous PSHE Lead, Safiya Balu -AHT- Assessment.
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
Subject Intent	<p>PSHCE at Crosshill School prepares learners to live successfully in modern day Britain. Using the structure of the PSHE Association's SEND Framework, PSHCE is organised into six key sections – Self-Awareness, Self-Care, Support and Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles and The World I Live In. These are broken down further into units, ensuring that all learners, regardless of pathway, are provided with high-quality PSHCE and RSE lessons which meet learners at their individual starting points and ensure clear coverage of statutory content. At KS3 and KS4, Citizenship is embedded into the PSHCE curriculum. In KS3 Citizenship provides the opportunity for learners to develop their understanding of democracy, individual liberty, the rule of law, and mutual respect and tolerance of others. Learners are supported to explore their rights and responsibilities as members of their school, local and wider community. This includes developing an awareness of British values, diversity, and equality, as well as the importance of active participation, kindness, and respect for difference. At KS4, Citizenship builds on earlier learning by equipping learners with the knowledge and skills to play an active role in society beyond school. Learners are supported to develop a deeper understanding of democracy, law, human rights, and equality, alongside the responsibilities of living in a diverse community. They explore how decisions are made in society, the role of local and national government, and how they can engage with and influence change as active citizens. Practical experiences, such as opportunities for volunteering, community engagement, and learning about</p>

employment rights and responsibilities, form an important part of the KS4 Citizenship strand. Through the PSHCE curriculum, learners are well prepared for adulthood by increasing independence, reducing vulnerability, and promoting safety in modern Britain. Learners are taught how and who to ask for help when needed and have access to meaningful careers opportunities as part of their preparation for adulthood. Wellbeing remains a key focus throughout the curriculum and is embedded into both teaching and classroom ethos. PSHE, RSE and Citizenship at Crosshill strive to provide opportunities for learners to build resilience, cultivate their own virtues, and develop strong, positive relationships that will support them throughout their lives. Pupils will have the opportunity to gain an TLM Level 1 Award in Life, Work and Well-being qualification.

KS1 KS2 National Curriculum Aims:	1.Relationships Education Pupils should be taught: <ul style="list-style-type: none"> • Families and people who care for me: importance of family life, different types of families, and how to seek help if they feel unsafe. • Caring friendships: importance of friendships, characteristics of good friends, and how to manage conflicts. • Respectful relationships: the importance of respect, appropriate behaviour, and understanding differences. • Online relationships: how to stay safe online, recognising risks and seeking help. • Being safe: boundaries, privacy (including the 	KS3 National Curriculum Aims:	1. Develop knowledge and skills to: <ul style="list-style-type: none"> • Build and maintain healthy relationships (including sexual relationships). • Understand consent, peer pressure, and recognising abuse or exploitation. • Manage emotions and mental health, including coping strategies and sources of support. • Understand the impact of online behaviours and media. 2. RSE Content <ul style="list-style-type: none"> • Families: different types of families, marriage and civil partnerships, and parenting. • Respectful relationships: equality, diversity, bullying, and discrimination. 	KS4 National Curriculum Aims:	1. Developing Knowledge and Understanding <ul style="list-style-type: none"> • Deepen understanding of relationships, including healthy, respectful, and consensual intimate relationships. • Recognise and manage changes in emotions and mental health, including stress, anxiety, and depression. • Understand the legal and social implications of substance use (alcohol, tobacco, drugs).
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NSPCC's PANTS rule), and identifying trusted adults.

2. Health Education

Pupils should learn about:

- **Mental wellbeing:** recognising emotions, strategies for support, and understanding that mental health is important.
- **Internet safety and harms:** age-appropriate internet use, risks, and managing time online.
- **Physical health and fitness:** benefits of exercise and healthy lifestyles.
- **Healthy eating:** principles of a balanced diet and the impact of food on the body.
- **Drugs, alcohol and tobacco:** basic understanding of legal vs illegal substances and risks (age-appropriate).
- **Health and prevention:** personal hygiene, germs, and illness prevention.
- **Basic first aid:** how to help in common emergency situations.
- **Changing adolescent body:** physical and emotional changes of puberty (statutory

- **Online and media:** portrayal of relationships and bodies online, pornography, digital safety.
- **Being safe:** risks, consent, abuse (including grooming and coercive control).
- **Intimate and sexual relationships:** contraception, STIs, pregnancy choices.

3. Health Education Content

- **Mental wellbeing:** stress, anxiety, depression, seeking help.
- **Internet safety:** critical thinking, managing screen time, and digital reputation.
- **Physical health and fitness:** more detailed understanding of exercise and its long-term benefits.
- **Healthy eating and body image.**
- **Drugs, alcohol and tobacco:** risks and laws.
- **Health and prevention:** immunisations, dental health, cancer awareness.
- **First aid:** more advanced scenarios and appropriate responses.
- **Changing adolescent body:** ongoing puberty education and body confidence.

- **Explore financial literacy including budgeting, managing money, and understanding economic wellbeing.**
- **Learn about careers, employability skills, and preparing for further education or work.**

2. Building Skills and Attributes

- **Develop critical thinking and decision-making skills to manage personal safety, health, and wellbeing.**
- **Improve communication and relationship skills, including managing conflict and negotiating boundaries.**
- **Build resilience and coping strategies for challenges, including mental health issues.**
- **Promote self-awareness, self-**

	from Year 4 onward), including menstrual wellbeing.				<p>esteem, and confidence in personal identity.</p> <ul style="list-style-type: none"> • Foster responsibility and independence in personal and community life. <p>3. Preparing for Adult Life</p> <ul style="list-style-type: none"> • Understand rights and responsibilities as young adults, including in the workplace and society. • Learn about safe and healthy lifestyles, including sexual health and contraception. • Gain practical knowledge related to health services, money management, housing, and legal matters. • Prepare for transition to adulthood, including accessing support services and understanding citizenship.
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Overall Aims of PSHE Education (from the DfE and PSHE Association):

- Equip pupils with a sound understanding of risk and the knowledge and skills to make safe and informed decisions.
- Prepare pupils for the opportunities, responsibilities, and experiences of adult life.
- Support pupils' wellbeing and help them develop resilience.

Encourage pupils to form positive relationships and maintain their health, both mental and physical

Citizenship Programme of Study for KS3- Subject Content**Key stage 3**

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- 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
- the functions and uses of money, the importance and practice of budgeting, and managing risk

Citizenship Programme of Study for KS4- Subject Content**Key stage 4**

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be taught about:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

Topic and Time Allocated	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Year 11</i>
Year 1: Autumn A	Topic: <u>Self Awareness-</u> Personal Strength	Topic: <u>Self Awareness-</u> Skills for Learning	Topic: <u>Self-Care, Support and Safety</u> Public and Private <i>Online Safety/ Consent</i> Citizenship	Topic: <u>Healthy Lifestyles-</u> Medicinal Drugs	Topic: <u>Healthy Lifestyles-</u> Elements of a Healthy Lifestyle (including Healthy Eating) <i>TLM HN2 (2 credits)</i> Physical Wellbeing
	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:

	<p>Know that what others say can affect how we feel.</p> <p>Understand that kind words can help us feel good, and unkind words can make us feel sad or worried.</p> <p>Know that our feelings about ourselves can change depending on other people's words or actions.</p> <p>Understand that we all have personal strengths and things we are good at.</p> <p>Know simple ways to manage unkind or negative comments.</p> <p>Understand that we can talk to a trusted adult or friend, ignore unkind words, or use positive self-talk to feel better.</p> <p>Know that media and social media can influence how we feel about ourselves.</p> <p>Understand that the things we see online or in magazines don't</p>	<p>Know achieving a goal or target can improve self-confidence and give a sense of pride.</p> <p>Know we can improve our strengths and skills over time with effort, practice, and feedback.</p> <p>Know learning includes making mistakes and trying again – this helps us grow.</p> <p>Know developing learning habits like focus, organisation, and resilience helps us succeed in school and beyond.</p> <p>Know the skills we are learning now (e.g. communication, teamwork, following instructions) will help us in further education, work, and independent living.</p> <p>Understand our personal strengths</p>	<p>Know how to stay safe online</p> <ul style="list-style-type: none"> – Use strong, private passwords – Keep personal information (like name, address, school) private – Don't share passwords or lend your phone to others – Cover webcams when not in use <p>Understand the law</p> <ul style="list-style-type: none"> – It is illegal to share or view sexual images of anyone under 18, even if they are the same age <p>Explore and begin to know how to recognise online scams</p> <ul style="list-style-type: none"> – Be aware of phishing emails, fake accounts, and messages asking for personal details or money – Don't click on suspicious links or 	<p>Know the importance of using over-the-counter and prescribed medicines correctly (e.g. following instructions, taking the correct dose).</p> <p>Understand that using the wrong medicine or taking the wrong amount can be harmful to your health.</p> <p>Know that even legal or prescribed drugs can have risks or side effects, especially if they are not taken as directed.</p> <p>Know that it's important to talk to a doctor, pharmacist, or trusted adult if you are unsure about how to take your medicine.</p> <p>Know that taking too much medicine or mixing medicines with other substances can be dangerous.</p> <p>Know that some medicines can cause addiction or dependence if used improperly.</p> <p>Know that all drugs, whether legal,</p>	<p>Know a healthy diet includes:</p> <ul style="list-style-type: none"> • Carbohydrates, protein, fat, fibre, vitamins, minerals, and water • Each part has an important role in keeping the body healthy <p>Know exercise is important because:</p> <ul style="list-style-type: none"> • It raises the heart rate • It improves heart and lung health <p>Know poor health choices (e.g. unhealthy diet, no exercise, too much sun) can lead to:</p> <ul style="list-style-type: none"> • Heart disease • Skin cancer <p>Know local places like leisure centres or parks offer chances to be active and stay healthy</p> <p>Know specialist support (e.g. GP, nurse, help lines) is available for health problems</p> <p>Know a healthy lifestyle plan should include:</p>
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	<p>always show real life and may lead us to compare ourselves unfairly to others.</p>	<p>and interests can guide future choices in education, training, or jobs. Know everyone has different talents – knowing our strengths helps us set personal goals. Know reflecting on what we’ve done well can help us improve and plan what to do next. Know skills such as time management, problem-solving, and responsibility are useful in adult life. Understand that knowing ourselves – what we enjoy, what we’re good at, and what we find difficult – helps us make better choices for the future.</p>	<p>open unknown attachments Know when and how to get help – If you see something upsetting or make a mistake online, speak to a trusted adult or staff member – You can also contact support services (e.g. Childline, CEOP) – Asking for help shows responsibility, not weakness</p>	<p>prescribed, or illegal, can affect our health in different ways, and it’s important to be informed and careful.</p>	<ul style="list-style-type: none"> • Healthy eating • Regular physical activity • Good sleep routines
	<p>Skills: Explain how what others say and think about us can positively and</p>	<p>Skills: Describe how it feels to achieve a target.</p>	<p>Skills: Describe specific ways of keeping ourselves safe online (e.g. secure</p>	<p>Skills: Recognise the importance of taking over the counter and</p>	<p>Skills: 1. 1. Understand a healthy diet 1.1 Identify the main constituents of a healthy</p>

	<p>negatively affect the way we feel about ourselves.</p> <p>Identify some simple strategies to help manage negative opinions/ comments.</p> <p>Begin to give reasons why media, including social media can affect how people feel about themselves.</p>	<p>Demonstrate ways we can develop our strengths and skills through practice.</p> <p>Identify some ways in which our current learning will help us in the future.</p> <p>Give examples of how our personal strengths, interests and skills may help us in our future lives, choices or employment.</p>	<p>passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computer's camera when not in use).</p> <p>Recognise that <i>sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law.</i></p> <p>Explain that there are online 'scams' (ways that people may try to trick us online); identify what some of these ways of deceiving people might be (e.g. phishing, fake email addresses).</p> <p>Explain and demonstrate how to ask for help and whom to go to if we have seen something upsetting or done something</p>	<p>prescribed medicines correctly.</p> <p>Explain that <i>all drugs can have risks to health, even if they are legal or have been prescribed.</i></p>	<p>diet and the importance of each</p> <p>1.2 Describe the benefits to heart and lung efficiency of raising heart rate through regular exercise</p> <p>1.3 Identify local facilities which provide opportunities to promote physical well-being</p> <p>2. 2. Promoting physical well-being</p> <p>2.1 Describe the possible link between poor health choices and skin cancer and heart disease</p> <p>2.2 Describe how specialised support could be accessed for one identified health problem</p> <p>3. 3. Plan a healthy lifestyle</p> <p>3.1 Produce a personal action plan for a healthy lifestyle to include diet, exercise and sleep</p>
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			online that we are now worried about or regret.		
Year 1: Autumn B	Topic: Managing Feelings- Self-Esteem and Unkind Comments Citizenship	Topic: Managing Feelings- Strong Feelings	Topic: Changing and Growing- Healthy and Unhealthy Relationship Behaviour Consent RSE	Topic: Self Awareness- Self Development and Managing Pressure TLM SD1 (2 credits) Self Development	Topic: Self Awareness- Self Development and Managing Pressure TLM SD1 (2 credits) Self Development <i>*Only 2025-2026 Y11 Cohort</i>
	Knowledge: Know kind comments can make us feel good, confident, and respected. Know unkind comments can hurt our feelings and affect our self-esteem. Know helpful comments support and encourage us; unhelpful comments can put us down. Understand that everyone reacts differently to unkind words—it's okay to feel upset, angry, or confused.	Knowledge: Know strong emotions like anger, sadness, frustration, or anxiety are a normal part of life. Know when we feel strong emotions, we might act differently or do things we wouldn't usually do (e.g. shouting, hurting ourselves or others, withdrawing). Know some responses to feeling unhappy (like bottling it up, being aggressive, or avoiding everyone)	Knowledge: Know that some behaviours in relationships, like hurting someone, controlling their choices, or not letting them speak up, are against the law. Know that we can negotiate and assert our rights in relationships by speaking up respectfully and listening to others. Know that compromise means finding a middle ground where both	Knowledge: Know something that I am good at (strength) Know something that I struggle with or could develop further (area of development) Explore strategies I could use to develop a chosen area of development and who could support me. Know trusted adults or services to turn to if we or someone we know faces bullying, hurtful, or abusive behaviour, including online (e.g. teachers, parents, Childline). Know ways to safely respond to unacceptable	Knowledge: Know something that I am good at (strength) Know something that I struggle with or could develop further (area of development) Explore strategies I could use to develop a chosen area of development and who could support me. Know trusted adults or services to turn to if we or someone we know faces bullying, hurtful, or abusive behaviour, including online (e.g. teachers, parents, Childline). Know ways to safely respond to unacceptable

	<p>Know that we can use simple strategies (like talking to someone, using calming techniques, or walking away) to manage how we feel. Know we can challenge unkind comments in a way that is polite and respectful. Know that being assertive means standing up for yourself or others calmly and clearly. Know we all have the right to feel safe and respected. Know speaking up about unkindness helps protect ourselves and others. Know support is available from trusted adults if unkind comments are ongoing or hard to cope with.</p>	<p>can be unhelpful and make things worse. Understand strong emotions can affect our behaviour, relationships, and choices. Know we can use strategies like deep breathing, taking a break, talking to someone, or doing something calming to manage big feelings. Know everyone needs support sometimes, especially if emotions feel too hard to manage alone. Know some signs that we or someone else may need help include changes in behaviour, withdrawing, crying often, getting angry</p>	<p>people make concessions, and we can demonstrate this by agreeing to meet halfway on certain issues. Understand that media portrayals of relationships (like in films or ads) are not always realistic, and they can influence our expectations in unhealthy ways. Know where to go for help if we or someone else is experiencing abusive behaviour, such as trusted adults, school staff, or helplines like Childline.</p>	<p>behaviour, like reporting it, seeking support, or leaving the situation. Know the reasons why we and others put pressure on themselves, such as wanting to fit in or join a group, and how to respond to group or gang pressure, including how to exit safely and get support. Know the risks and laws related to carrying weapons and the dangers it brings.</p>	<p>behaviour, like reporting it, seeking support, or leaving the situation. Know the reasons why we and others put pressure on themselves, such as wanting to fit in or join a group, and how to respond to group or gang pressure, including how to exit safely and get support. Know the risks and laws related to carrying weapons and the dangers it brings.</p>
	Skills:	Skills:	Skills:	Skills:	Skills:

	<p>Explain the difference between helpful/kind and unhelpful/unkind comments.</p> <p>Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments.</p> <p>Demonstrate polite and assertive ways of challenging unkind comments directed at us or others.</p>	<p>Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful.</p> <p>Describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people.</p> <p>Describe how to manage strong emotions by using simple strategies to help ourselves and others</p> <p>Recognise signs that we or someone we know might need help to cope with strong emotions and whom to speak to.</p> <p>Identify reliable and trustworthy sources of support for a range of relevant issues, including online (e.g.</p>	<p>Recognise that some types of behaviour within relationships are against the law (e.g. hitting/ hurting someone, telling someone what to do all the time, not allowing someone to make choices). Demonstrate strategies to help us negotiate and assert our rights in a relationship. Explain what is meant by compromise and demonstrate some ways to compromise. Explain how the media portrayal of relationships may not reflect real life but may affect our expectations. Identify sources of support for us or someone we know who is experiencing abusive behaviour.</p>	<p>1.1 Identify a personal strength or ability.</p> <p>1.2. Identify an area for self development.</p> <p>2.1 Identify a personal skill or behaviour they need to develop</p> <p>2.2 Identify a suitable target to work towards</p> <p>2.3 Identify who will support them in developing the identified skill or behaviour</p> <p>2.4 Actively participate in activities to develop the agreed skill or behaviour</p> <p>3.1 Investigate simple review of the progress they have made</p> <p>3.2 Identify what went well and what did not go so well</p> <p>Identify trusted adults/ services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online.</p> <p>Describe how we can sometimes put ourselves</p>	<p>1.1 Identify a personal strength or ability.</p> <p>1.2. Identify an area for self development.</p> <p>2.1 Identify a personal skill or behaviour they need to develop</p> <p>2.2 Identify a suitable target to work towards</p> <p>2.3 Identify who will support them in developing the identified skill or behaviour</p> <p>2.4 Actively participate in activities to develop the agreed skill or behaviour</p> <p>3.1 Investigate simple review of the progress they have made</p> <p>3.2 Identify what went well and what did not go so well</p> <p>Identify trusted adults/ services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online.</p> <p>Describe how we can sometimes put ourselves under pressure to do what others are doing, or what</p>
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		Childline, Thinkuknow.co.uk).		<p>under pressure to do what others are doing, or what we think others want us to do.</p> <p>Explain ways of safely responding if we experience or witness unacceptable behaviours.</p> <p>Identify reasons why we might put ourselves under pressure, and how others may apply pressure or encourage us to join a group or a gang; exit strategies and how to access appropriate support.</p> <p>Describe the risks and law relating to carrying a weapon.</p>	<p>we think others want us to do.</p> <p>Explain ways of safely responding if we experience or witness unacceptable behaviours.</p> <p>Identify reasons why we might put ourselves under pressure, and how others may apply pressure or encourage us to join a group or a gang; exit strategies and how to access appropriate support.</p> <p>Describe the risks and law relating to carrying a weapon.</p>
Year 1: Spring A	<p>Topic: <u>The World I Live In-</u> Managing Online Information</p> <p><i>Online Safety</i></p> <p>Citizenship</p>	<p>Topic: <u>The World I Live In- The World I Live In-</u> Diversity/rights and Responsibilities</p> <p>Citizenship</p>	<p>Topic: <u>The World I Live In-</u> Taking Care of the Environment</p> <p>Citizenship</p>	<p>Topic: <u>Managing Feelings-</u> Romantic Feelings and Sexual Attraction</p> <p><i>Consent</i></p> <p>RSE</p>	<p>Topic: Managing Feelings- Suicide Awareness TLM Unit PH2 (3 credits) Suicide Awareness</p>
	<p>Knowledge: Know that when we use the internet, our information is</p>	<p>Knowledge: Know diversity means people are different in many</p>	<p>Knowledge: Know that our choices matter and what we buy and</p>	<p>Knowledge: Know that people can have romantic feelings</p>	<p>Knowledge: Know that suicide is linked to mental health</p>

	<p>collected, stored, and used by companies and organisations. Know which websites or organisations can help us if we or someone else is concerned about something seen or experienced online (e.g. Childline, CEOP). Know that fake news can influence how we feel about others, change our opinions, and affect how we understand the world.</p> <p>Citizenship- Liberties of UK Citizens- right to privacy (online safety)</p>	<p>ways (e.g. race, culture, religion, gender, ability). Know diversity brings benefits to friendships and communities, like new ideas, experiences, and understanding. Know stereotyping means making unfair assumptions about people based on one aspect of who they are. Know stereotyping can be hurtful and is often untrue. Know everyone has human rights, like the right to be safe, treated fairly, and have an education. Know the law protects our rights and the rights of others. Know that we all have the right to learn, work, and be treated equally.</p>	<p>use, can help or harm the planet. Know some positive actions that we can take to care of our environment and the planet, including reducing waste, reusing items, recycling properly. Know that some actions can be harmful to our environment– Using single-use plastics, littering, polluting air or water. Explore our feelings in relation to our environment and the planet– We might feel worried, hopeful, or confused about climate change. Know our values can include caring for nature, animals, and that our future is important.</p> <p>Citizenship- Voluntary groups in society, and the</p>	<p>for others of any gender, race, ability, or religion. Know and use the appropriate vocabulary related to sex, sexual reproduction, gender identity, and sexual orientation, and be able to use these terms respectfully. Understand that everyone, regardless of gender or sexual orientation, is unique, special, and deserves respect. Know where to find reliable advice and support regarding gender, sexuality, and intimate relationships, and how to ask for help when feeling confused or uncertain. Know that it's important to talk to trusted adults, services (like helplines), or support networks if we have questions or concerns about romantic feelings or intimate relationships.</p>	<p>difficulties and affects people worldwide. Know that early support and intervention can reduce suicide risk. Know that emotional distress, stress, loss, or major life changes can increase suicide risk. Know that changes in mood, behaviour, or communication are warning signs that must be taken seriously. Know that calm, open, and non-judgmental communication helps people feel safe to talk. Know that concerns about suicide should be shared with trusted adults to keep people safe. Know that empathetic listening involves attention, patience, and understanding. Know that acknowledging feelings and staying calm supports someone in distress. Know that trusted adults or professionals must be</p>
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		<p>Know different cultures and religions have the right to practise their beliefs as long as it follows British law. Know respecting others' beliefs is part of living in a fair and equal society. Know if we are worried about our rights or someone else's, we can speak to a trusted adult or organisation.</p> <p>Citizenship- Rules, laws and the justice system.</p> <p>Democratic Government, roles of citizens, Parliament and the Monarch.</p> <p>Voting and elections.</p>	<p>ways in which citizens work together to improve their communities- opportunities to participate in school-based activities.</p>		<p>informed if someone is at risk.</p> <p>Know that individuals are not expected to manage suicidal situations alone. Know that showing kindness and encouraging help-seeking supports peers who are struggling. Know that personal wellbeing must be protected when supporting others. Know that mental health affects thoughts, feelings, and behaviour. Know that positive mental health plays a key role in suicide prevention. Know that self-care, routine, and rest support emotional wellbeing. Know that recognising and managing stress early reduces risk. Know that mental health services and organisations provide support and advice. Know how to access confidential help, including helplines and trusted adults.</p>
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	<p>Skills: Explain that information from our internet use is gathered, stored and used by external organisations. Identify organisations/ websites that can help us or other people with concerns about something seen or experienced online. Explain the influence that fake news can have on people's opinions, attitudes to others and understanding of the world.</p>	<p>Skills: Explain the benefits of diversity for our friendships and our community. Identify why stereotyping is unfair. Recognise that everyone has 'human rights' and that the law protects these rights. Identify some of our rights to different opportunities in both education and work. Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law. Identify whom we can talk to if we are worried about our rights or those of other people.</p>	<p>Skills: Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution). Identify our feelings and values in relation to climate change and the environment.</p>	<p>Skills: Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion. Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation. Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect. Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these.</p>	<p>Skills: 1. 1 Understanding Suicide 1.1 I can demonstrate an understanding of suicide and its significance as a global issue. 1.2 I can recognise common risk factors and warning signs of suicidal behaviour. 1.3 I can explain the importance of open and non-judgmental communication about suicide. 2. 2 Responding to Suicidal Thoughts and Behaviours 2.1 I can identify how to listen empathetically to someone expressing suicidal thoughts. 2.2 I can understand the importance of seeking help from trusted adults or professionals when someone is in crisis. 2.3 I can explore strategies for offering support and showing empathy to friends or peers who may be</p>
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					<p>struggling with suicidal thoughts.</p> <p>3. 3 Promoting Mental Health and Well-being</p> <p>3.1 I can discuss the concept of mental health and its role in suicide prevention.</p> <p>3.2 I can identify about self-care practices and stress management techniques.</p> <p>3.3 I can identify resources and organisations that provide support and information related to mental health and suicide prevention.</p>
Year 1: Spring B	<p>Topic: <u>Healthy Lifestyles-</u> Physical Activity</p>	<p>Topic: <u>Healthy Lifestyles-</u> Mental Wellbeing</p> <p><i>Consent</i></p>	<p>Topic: <u>Self Awareness-</u> Prejudice and Discrimination</p> <p>Citizenship</p>	<p>Topic: <u>Changing and Growing-</u> Intimate Relationships Consent and Contraception</p> <p><i>Consent</i> RSE</p>	<p>Topic: <u>Healthy Lifestyles-</u> Drugs, Alcohol and Tobacco TLM PH1 (4 credits) Drug Awareness</p> <p>Citizenship</p>
	<p>Knowledge: Know regular physical activity supports physical and mental health. Understand the long-term benefits of</p>	<p>Knowledge: Know that there are healthy ways to cope with difficult feelings, such as talking to someone, being active, resting,</p>	<p>Knowledge: Know what stereotyping means – making unfair assumptions about someone based on a group they belong to</p>	<p>Knowledge: Know the different levels of intimacy in relationships (physical/sexual) and the associated risks (e.g. emotional, physical).</p>	<p>Knowledge: Know that drugs are substances that change how a person feels, thinks, or acts. Know that drugs include legal drugs (alcohol and</p>

	<p>exercise include stronger muscles and bones, better sleep, a healthy heart, and improved mood. Know being active can help reduce stress, increase energy, and support healthy weight. Know physical activity comes in many forms – sport, walking, dancing, cycling, playing. Know some people believe certain activities are "only for boys" or "only for girls" – these are stereotypes and are unfair. Know anyone can take part in physical activity, no matter their gender, body shape, background, or ability. Know challenges like low confidence, lack of time, health conditions, or access</p>	<p>or using calming techniques. Know where to find trusted help for emotional wellbeing and mental health, such as school staff, helplines, or reliable websites. Understand that mental health is part of everyone's life and that we should not judge or stereotype people because of it. Understand that speaking openly and kindly about mental health helps reduce stigma and supports others to ask for help.</p>	<p>(e.g. gender, race, religion, disability, age, or sexual orientation). Know that stereotypes can be harmful and lead to prejudice, unfair treatment, or even dangerous attitudes and behaviours. Know that stereotypes can contribute to or normalise harmful or non-consensual behaviour (e.g. gender stereotypes that excuse aggression or dismiss victim experiences). Know that everyone in the UK has protected rights and freedoms (precious liberties) such as freedom of belief, expression, and equal treatment under the law. Know that citizens in the UK are protected</p>	<p>Know that we have the right to manage expectations in relationships and say "no" to anything we don't want to do. Know that if someone doesn't respect another person's right to give or deny consent, they are committing a serious crime. Know different strategies to deal with manipulation or pressure in relationships (e.g. saying "no," walking away, seeking support). Know that sex in the media, including pornography, is not a realistic representation of relationships and can influence unhealthy expectations. Know some forms of contraception (e.g. condoms, the pill), how they work, and where to access them (e.g. clinics, pharmacies). Know what STIs (including HIV) are, how</p>	<p>nicotine), prescription and over-the-counter medicines, and illegal drugs (e.g. cannabis, cocaine, ecstasy). Know that the law says alcohol and nicotine can only be bought or used by adults aged 18+, and illegal drugs are not allowed for anyone. Know that it is illegal to sell or give alcohol, cigarettes, or vapes to anyone under 18. Know that drugs and alcohol can cause short-term effects such as sickness, dizziness, confusion, poor sleep, or memory problems. Know that long-term or repeated use of drugs or alcohol can lead to addiction, health damage, and mental health difficulties. Know that signs of misuse or addiction can include changes in behaviour, mood, or relationships and difficulty stopping use.</p>
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	<p>to facilities can make exercising harder. Know we can overcome barriers by finding activities we enjoy, setting small goals, or asking others to join or support us. Know motivation can come from setting a personal target, choosing fun activities, tracking progress, or exercising with friends or family. Know staying active regularly helps us feel better now and live more healthily in the future.</p>		<p>by laws designed to uphold fairness, justice and personal liberty. Know that rules and laws exist to protect individuals and communities, and that the justice system, including the police, courts and tribunals, works to ensure these laws are followed. Know that everyone has the right to be treated with dignity and respect and that we should expect respectful behaviour from others. Know how to show respect for people's differences, backgrounds and beliefs, including within the wider community. Know simple and respectful ways to challenge or respond to prejudice and discrimination</p>	<p>to get tested for them, and why it is important to get treated if necessary. Know how and when to access sexual health services for support, advice, and testing. Know that consent must always be asked for and given freely before any sexual activity, and how to recognize when consent is or isn't being given. Know that saying "yes" under pressure is not the same as giving consent, and that true consent is freely given and enthusiastic. Know how alcohol or drugs may affect choices in relationships and sexual activity, and why it's important to be clear-headed when making decisions. Know the advantages and disadvantages of different contraceptive methods for different individuals (e.g.</p>	<p>Know that most young people choose not to smoke, vape, drink alcohol, or take drugs. Know that choosing not to use drugs, alcohol, or tobacco has benefits such as clearer thinking, better health, and fewer risks. Know that drug or alcohol misuse can harm relationships through arguments, aggression, or loss of trust. Know that peer pressure can influence drug choices and that strategies such as saying no, walking away, or seeking support can help. Know that making informed decisions about drugs helps protect health, wellbeing, and future goals. Know that reliable information about drugs comes from trusted adults, health professionals, and education services.</p>
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			<p>(e.g. speaking up, seeking support, showing solidarity).</p> <p><i>Citizenship- The precious liberties enjoyed by the citizens of the United Kingdom</i></p> <p><i>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</i></p>	<p>effectiveness, side effects, availability). Know that viewing pornography can cause harm and that support is available if anyone is concerned about its impact.</p> <p>Know where to find reliable sources of support for relationships, sex, and sexual health, and how to access them (e.g. NHS services, helplines, support groups).</p>	<p>Know that trusted adults and specialist services can provide support for drug or alcohol concerns, and asking for help is always okay.</p> <p>Know that prevention strategies, healthy activities, and community organisations support a drug-free future.</p>
	<p>Skills:</p> <p>Explain some of the long term benefits of regular physical activity and exercise.</p> <p>Identify and challenge common stereotypes relating to physical activity.</p> <p>Describe the challenges that can prevent us from exercising, and suggest ways to overcome them.</p>	<p>Skills:</p> <p>Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing.</p> <p>Identify reliable sources of advice and support for mental health and emotional wellbeing.</p> <p>Identify some strategies for challenging</p>	<p>Skills:</p> <p>Explain what stereotyping means.</p> <p>Demonstrate simple constructive strategies for responding to prejudice and discrimination.</p> <p>Give reasons why we should expect to be treated with respect by others.</p> <p>Explain how we should show respect to others and others'</p>	<p>Skills:</p> <p>Identify different levels of intimacy (physical/sexual) within relationships and their associated risks.</p> <p>Describe ways to manage others' expectations in relationships and our right not to be pressurised to do anything we do not want to do.</p> <p>Explain that if someone fails to respect another</p>	<p>Skills:</p> <p>Identify some common legal drugs (e.g. nicotine and alcohol).</p> <p>Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist.</p> <p>Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use.</p> <p>Recognise that most young people choose not</p>

	<p>Identify ways of motivating ourselves to take exercise.</p>	<p>stereotypes and stigma relating to mental health.</p>	<p><i>beliefs, including people in the wider community.</i> Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p>	<p>person's right to not give their consent, then they are committing a serious crime. Demonstrate different strategies to deal with manipulation/persuasion in relationships. Recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex. Describe some forms of contraception, their correct use and where and how they can be accessed. Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated. Explain how and when to access sexual health services. <i>Explain that consent must be sought and freely given before any</i></p>	<p>to smoke/vape, drink alcohol or use drugs Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist. Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body. Identify how misusing substances/alcohol might impact on relationships. Identify when, why and how to ask for help in relation to drugs and alcohol.</p> <p>1. 1. Understanding Drugs and Their Risks 1.1 I can identify what drugs are and differentiate between legal and illegal drugs. 1.2 I can identify common types of drugs, including prescription, over-the-counter, and illegal drugs. 1.3 I can identify the potential short-term and</p>
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				<p><i>sexual activity and how to tell if someone is giving or not giving their consent.</i></p> <p><i>Identify how saying 'yes' under pressure is not consent, and is not the same as freely given, enthusiastic consent.</i></p> <p><i>Describe how alcohol/ drugs may influence choices we or others make in relationships, including sexual activity.</i></p> <p><i>Evaluate the advantages and disadvantages of different forms of contraception for different individuals.</i></p> <p><i>Recognise that viewing pornography can have ongoing harms and where and how to access help if concerned.</i></p> <p><i>Describe different reliable sources of support regarding relationships, sex and sexual health and how to access them.</i></p>	<p>long-term effects of drug use on physical and mental health.</p> <p>1.4 I can recognise common signs of drug misuse or addiction in oneself or others.</p> <p>2. 2 Making Informed Choices</p> <p>2.1 I can identify the importance of informed decision-making regarding drugs.</p> <p>2.2 I can recognise and handle peer pressure related to drug choices.</p> <p>2.2 I can access reliable sources of information about drugs and their risks.</p> <p>3. 3. Risks, Consequences, and Support</p> <p>3.1 I can understand the legal and health consequences of drug use in the UK.</p> <p>3.2 I can analyse the impact of drugs on personal relationships and mental health.</p> <p>3.3 I can identify and access support systems</p>
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					<p>and resources for individuals dealing with drug-related issues.</p> <p>3.4 I can identify rehabilitation and treatment options available for individuals with drug addiction.</p> <p>4. 4. Prevention and Future Planning</p> <p>4.1 I can explore strategies for preventing drug use and promoting healthy alternatives.</p> <p>4.2 I can develop personal strategies for resisting peer pressure and making positive choices.</p> <p>4.3 I can discuss long-term goals and plans for a drug-free future.</p> <p>4.4 I can identify community initiatives and organisations working on drug prevention and support.</p>
Year 1: Summer A	Topic: <u>Self-Care, Support and Safety- Feeling Unwell</u>	Topic: <u>Self-Care, Support and Safety Feeling Frightened and Worried</u>	Topic: <u>Self-Care, Support and Safety Accidents and Risk</u>	Topic: <u>The World I Live In- The World I Live In- Preparing For Adulthood</u> <i>TLM WS2 (3 credits):</i> Producing a CV	Topic: <u>Healthy Lifestyles- Drugs, Alcohol and Tobacco</u> <i>TLM PH1 (4 credits)</i> Drug Awareness

		<i>Consent</i>	Citizenship	Citizenship	Citizenship
	Knowledge: Know simple routines like washing hands, covering coughs/sneezes, and using tissues help stop germs from spreading. Know germs (bacteria and viruses) can make us and others ill, so hygiene is important. Know personal hygiene items include soap, toothpaste, flannel, sponge, shower gel, and antiperspirant. Know looking after our health means eating well, sleeping enough, staying clean, and talking about our feelings. Know mental health is just as important as physical health.	Knowledge: Know that it feels uncomfortable when someone invades our personal space, and we should feel safe and respected in our space. Understand that it's not appropriate to be too close to someone unless they are comfortable with it, and personal space should be respected in all situations. Know that feeling frightened, worried, or uncomfortable helps us recognise when something isn't right, and we should pay attention to these feelings. Know that actions like assault or harassment are	Knowledge: Know ways to stay safe in different places – Use crossings on roads, stay alert when walking, stay where it's busy and safe. – Tell someone where you are going. – Don't talk to strangers when alone. Understand the need to be careful when using transport and how we can do this; – Wear seatbelts, wait safely for buses/trains, follow rules. Know that phones can cause accidents and some strategies to keep safe – Don't look at	Knowledge: Know that adults use money to pay for everyday needs such as housing, food, clothes, and transport. Know that money in adult life can come from different sources, including paid work and benefits. Know that some adults receive financial support such as Personal Independence Payment (PIP), Universal Credit, or other benefits. Know that there are different types of work, including paid jobs, unpaid or voluntary work, and work placements. Know the difference between full-time and part-time work. Know that people in our families and	Knowledge: Know that drugs are substances that change how a person feels, thinks, or acts. Know that drugs include legal drugs (alcohol and nicotine), prescription and over-the-counter medicines, and illegal drugs (e.g. cannabis, cocaine, ecstasy). Know that the law says alcohol and nicotine can only be bought or used by adults aged 18+, and illegal drugs are not allowed for anyone. Know that it is illegal to sell or give alcohol, cigarettes, or vapes to anyone under 18. Know that drugs and alcohol can cause short-term effects such as sickness, dizziness, confusion, poor sleep, or memory problems.

	<p>Know it is okay to ask for help if we feel sad, worried, or stressed. Know trusted people like family, teachers, doctors, or support organisations can help us feel better. Know trusted organisations include the GP, school nurse, NHS, Childline, and Young Minds. Know we can tell someone we trust if we feel unwell, whether it's in our body or in our mind. Know trustworthy people listen to us, give safe advice, and want to help.</p>	<p>crimes, and we can respond by telling someone we trust or reporting it to the police. Know that Female Genital Mutilation (FGM) is wrong, illegal, and harmful, even if some adults believe it is necessary, and it must be reported if we know it is happening. Know that someone we like may not always be trustworthy, and we should be cautious and make sure we feel safe in any situation.</p>	<p>phones while crossing roads or walking near traffic. – Keep volume low to hear what's around you. Know that we can't stop all accidents from happening but we can reduce risk by thinking ahead and making safe choices. Know positive risks can help us grow, including trying new activities or meeting new people which can build confidence. Know how and where to get help when needed- Talk to trusted adults, friends, or call 999 in an emergency.</p>	<p>communities do a wide range of jobs (e.g. cleaner, shop worker, nurse, teacher, delivery driver). Know that work placements and volunteering help people gain experience and skills for future jobs. Know that thinking about future goals helps people prepare for adult life. Know that future aspirations may include getting a job, living more independently, volunteering, or having more choice and control with support. Know that job ideas can be explored by thinking about interests, strengths, and preferred working environments (e.g. indoors, outdoors, with people, or with tasks). Know that a CV is a document that gives information about a person when applying for a job.</p>	<p>Know that long-term or repeated use of drugs or alcohol can lead to addiction, health damage, and mental health difficulties. Know that signs of misuse or addiction can include changes in behaviour, mood, or relationships and difficulty stopping use. Know that most young people choose not to smoke, vape, drink alcohol, or take drugs. Know that choosing not to use drugs, alcohol, or tobacco has benefits such as clearer thinking, better health, and fewer risks. Know that drug or alcohol misuse can harm relationships through arguments, aggression, or loss of trust. Know that peer pressure can influence drug choices and that strategies such as saying no, walking away, or seeking support can help.</p>
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				<p>Know that employers use CVs to decide if someone is suitable for a job or interview.</p> <p>Know that a CV includes personal details such as name and contact information.</p> <p>Know that a CV includes information about skills, experience, education, and interests.</p> <p>Know that a CV should be clear, honest, and easy to read.</p> <p>Know that a reference is used to give information about a person's skills, behaviour, or reliability.</p> <p>Know that a referee should be a suitable adult, such as a teacher, employer, tutor, or support worker.</p> <p>Know that friends or family members are not usually appropriate referees.</p> <p>Know that applying for a job involves several steps, including searching for jobs,</p>	<p>Know that making informed decisions about drugs helps protect health, wellbeing, and future goals.</p> <p>Know that reliable information about drugs comes from trusted adults, health professionals, and education services.</p> <p>Know that trusted adults and specialist services can provide support for drug or alcohol concerns, and asking for help is always okay.</p> <p>Know that prevention strategies, healthy activities, and community organisations support a drug-free future.</p>
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				<p>preparing a CV, and attending an interview. Know that a CV template can be used to help produce a CV suitable for a job application. Know that producing a CV helps prepare for future work opportunities.</p>	
	<p>Skills: Describe how following simple routines can reduce the spread of germs (bacteria and viruses) and why this is important. Identify some of the items we might use to support personal hygiene (e.g. soap, toothpaste, flannel, sponge, shower gel, antiperspirant). Identify some ways we can take increased responsibility for looking after our physical and mental health.</p>	<p>Skills: Describe how it might feel when someone encroaches on our personal space. Give examples of when it is or is not appropriate to be in someone else's 'personal space'. Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong. Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to</p>	<p>Skills: Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own. Explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road). Explain why, although we cannot prevent all accidents from happening, it is still important to still take steps to reduce and manage risk.</p>	<p>Skills: Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments). Recognise that there are different types of employment e.g. paid/unpaid (voluntary), full time/part time, work placements. Describe different jobs that family members, friends and people in the community may do. Identify our aspirations for adult life (which may or may not include</p>	<p>Skills: Identify some common legal drugs (e.g. nicotine and alcohol). Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist. Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use. Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs Explain that there are special rules (laws) around supplying or possessing illegal</p>

	<p>Explain why it is as important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell.</p> <p>Explain how we know we can trust these people and organisations to give us advice that will help us (e.g. GP, school nurse, NHS, Childline, Young Minds).</p>	<p>respond, including reporting to police.</p> <p>Explain that removing or injuring female genitalia for non-medical reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary.</p> <p>Explain that someone we like may not always be trustworthy.</p>	<p>Explain when and why taking a risk can be positive (e.g. trying something new).</p>	<p><i>employment and independent living).</i></p> <p>Describe the kind of job we might like to do when we are older and what we expect it to be like.</p> <p>1. 1. Know the purpose of a CV.</p> <p>1.1 Outline why a CV might be used when applying for a job</p> <p>2. 2. Know information required in a CV.</p> <p>2.1 Identify core information needed to complete a CV</p> <p>3. 3. Know the purpose of a reference in a CV.</p> <p>3.1 Outline why a reference is needed in a CV</p> <p>3.2 Identify suitable referees for a CV</p> <p>4. 4. Be able to produce a CV.</p> <p>4.1 Produce a CV appropriate for a job application using a template</p>	<p><i>substances, and why they exist.</i></p> <p>Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body.</p> <p>Identify how misusing substances/alcohol might impact on relationships.</p> <p>Identify when, why and how to ask for help in relation to drugs and alcohol.</p> <p>1. 1. Understanding Drugs and Their Risks</p> <p>1.1 I can identify what drugs are and differentiate between legal and illegal drugs.</p> <p>1.2 I can identify common types of drugs, including prescription, over-the-counter, and illegal drugs.</p> <p>1.3 I can identify the potential short-term and long-term effects of drug use on physical and mental health.</p> <p>1.4 I can recognise common signs of drug</p>
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					<p>misuse or addiction in oneself or others.</p> <p>2. 2 Making Informed Choices</p> <p>2.1 I can identify the importance of informed decision-making regarding drugs.</p> <p>2.2 I can recognise and handle peer pressure related to drug choices.</p> <p>2.2 I can access reliable sources of information about drugs and their risks.</p> <p>3. 3. Risks, Consequences, and Support</p> <p>3.1 I can understand the legal and health consequences of drug use in the UK.</p> <p>3.2 I can analyse the impact of drugs on personal relationships and mental health.</p> <p>3.3 I can identify and access support systems and resources for individuals dealing with drug-related issues.</p> <p>3.4 I can identify rehabilitation and</p>
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					<p>treatment options available for individuals with drug addiction.</p> <p>4. 4. Prevention and Future Planning</p> <p>4.1 I can explore strategies for preventing drug use and promoting healthy alternatives.</p> <p>4.2 I can develop personal strategies for resisting peer pressure and making positive choices.</p> <p>4.3 I can discuss long-term goals and plans for a drug-free future.</p> <p>4.4 I can identify community initiatives and organisations working on drug prevention and support.</p>
Year 1: Summer B	<p>Topic: <u>Changing and Growing-Friendship</u></p> <p><i>Consent</i></p>	<p>Topic: <u>Changing and Growing-Puberty</u></p> <p>RSE</p>	<p>Topic: <u>Healthy Lifestyles-Body Image</u></p> <p><i>Online Safety/Consent</i></p> <p>RSE</p>	<p>Topic: <u>Self-Care, Support and Safety-Keeping Safe Online</u> <i>TLM DS2 (2 credits)</i></p> <p>Online Safety</p> <p><i>Online Safety</i></p> <p>Citizenship</p>	<p>Topic: <u>Self-Care, Support and Safety</u> Gambling</p> <p>Citizenship</p>
	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:

	<p>Know friendships change – People grow and situations change.</p> <p>Know friendships can end – Sometimes by choice, sometimes by life events.</p> <p>Know feelings are normal – It's okay to feel sad, confused, or okay.</p> <p>Know some strategies for how to manage feelings – Talk to someone, write/draw, do calming activities.</p> <p>Know how to end friendships kindly – Be honest, use kind words, give space.</p> <p>Know where to get support with friendship issues – Talk to trusted adults, staff, or caring friends.</p>	<p>Know the reproductive organs have different functions (e.g. sperm from the testicles, eggs from the ovaries).</p> <p>Know conception happens when a sperm cell joins with an egg cell.</p> <p>Know reproduction includes stages such as conception, pregnancy, and birth.</p> <p>Know pregnancy involves the baby developing inside the womb over about 9 months.</p> <p>Know birth is when the baby is delivered from the womb.</p> <p>Know our emotions can change as we grow older and experience puberty.</p> <p>Know puberty can bring new feelings like confusion, excitement, mood swings, or embarrassment.</p>	<p>Know that young people are influenced by things like social media, celebrities, and advertising to look a certain way, and that this can affect how we feel about ourselves.</p> <p>Understand that self-esteem is how we feel about ourselves and our worth.</p> <p>Understand that to maintain healthy self-esteem in relation to body image, we can focus on our strengths, be kind to ourselves, and avoid comparing ourselves to unrealistic standards.</p> <p>Know that cosmetic or aesthetic procedures (e.g. piercings, tattoos, tanning) carry risks, such as infections, scarring, or regret.</p>	<p>Know that staying safe online is important to protect ourselves and others.</p> <p>Know that the internet and social media can be useful but also carry risks.</p> <p>Know that common online risks include sharing personal information, online bullying, scams, grooming, fake profiles, and harmful or misleading content.</p> <p>Know that websites, apps, and games can collect personal data and use it to influence what content or adverts we see.</p> <p>Know ways to stay safe online, including thinking before posting, using strong passwords, and keeping personal information private.</p> <p>Know how privacy settings can be used to control who can see posts, photos, and personal details.</p>	<p>Know that people can be influenced or pressured to gamble by advertising, friends, or peer expectations.</p> <p>Know that some games and apps encourage gambling-like behaviour (e.g. loot boxes, in-game purchases based on chance).</p> <p>Know where and who to go to for help if worried about gambling – for yourself or someone else (e.g. family, teacher, support services like GamCare).</p> <p>Know strategies to manage gambling-related pressure (e.g. setting limits, saying no, avoiding risky games, talking to someone you trust).</p>
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				<p>permission can break copyright rules.</p> <p>Know the importance of giving credit and using online content responsibly.</p> <p>Know that not everything online is true or reliable including social media.</p> <p>Know how to spot misinformation, fake news, or biased content, including exaggerated headlines, pressure to share quickly, or emotional language.</p> <p>Know that checking reliable sources helps verify information before sharing.</p> <p>Know that flattery, pressure, or scare tactics can be used to manipulate people online.</p> <p>Know that too much screen time can affect mental health, mood, sleep, and wellbeing.</p> <p>Know that balancing online and offline activities supports healthy wellbeing.</p>	
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				<p>Know that noticing how online content makes us feel can help us make safer choices.</p> <p>Know that it is important to seek help if something online feels unsafe or worrying.</p> <p>Know that trusted adults, such as teachers, parents, carers, or support workers, can help with online concerns.</p> <p>Know how to report online safety concerns using tools such as platform reporting features or the CEOP report button.</p> <p>Know that asking for help online is the right action and helps keep people safe.</p>	
	<p>Skills: Describe ways in which friendships might change over time. Explain that sometimes friendships may end,</p>	<p>Skills: Identify the functions of the reproductive organs, including how conception occurs. Describe the different stages of</p>	<p>Skills: Identify some influences on young people to look a particular way, and the impact of these on emotional wellbeing.</p>	<p>Skills: Explain <i>how some behaviours on social media might damage friendships and relationships.</i> Explain <i>some steps we can take to take care of our own and other</i></p>	<p>Skills: Describe some influences or pressures on people to gamble (e.g. advertising, friends). Identify where and from whom to get help with gambling if we are worried about ourselves or others.</p>

	<p>through choice or circumstances.</p> <p>Demonstrate strategies for managing feelings about friendships as they change and develop.</p> <p>Demonstrate how we might end a friendship positively.</p> <p>Identify reliable and appropriate sources of support for ourselves and our friends</p>	<p>reproduction, pregnancy and birth.</p> <p>Evaluate how emotions may change as we get older and are no longer children.</p> <p>Recognise that fertility changes over time and in response to some lifestyle factors.</p>	<p>Explain what is meant by self-esteem.</p> <p>Describe some ways we can maintain self-esteem in relation to body image. Identify some of the risks associated with cosmetic/ aesthetic procedures (e.g. piercings, tattoos, tanning).</p> <p>Explain why advertisers might use manipulated images and how recognising this might influence our responses.</p>	<p>people's safety and wellbeing when using social media.</p> <p>Recognise that data about us can be collected online, and used, for example, to determine what information and advertising we are shown.</p> <p>Identify some ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond.</p> <p>Describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button)</p> <p>1. 1 Understanding Online Safety Measures</p> <p>1.1 I can evaluate online safety and recognise the importance of staying safe while using the internet.</p>	<p>Identify some strategies game apps or advertising might use to encourage online gambling and chance-based purchases (e.g. loot boxes).</p> <p>Explain some strategies for managing influences related to gambling</p>
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				<p>1.2 I can identify online safety measures.</p> <p>1.3 I can identify common online risks.</p> <p>1.4 I can develop strategies for reporting and seeking help when encountering online safety concerns.</p> <p>2. 2 Navigating Online Spaces Responsibly</p> <p>2.1 I can practice responsible online behaviour.</p> <p>2.2 I can explore the concept of digital footprints and understand how online actions can have real-world consequences.</p> <p>2.3 I can recognise the importance of privacy settings and apply them to protect personal information.</p> <p>2.4 I can identify about the ethical use of digital content and respecting copyright and intellectual property.</p> <p>3. 3 Critical Thinking and Evaluating Online Content</p>	
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				<p>3.1 I can develop critical thinking skills to assess the reliability of online information.</p> <p>3.2 I can identify misinformation, fake news, and biased content and take steps to verify information before sharing.</p> <p>3.3 I can explore the impact of screen time and digital media on mental health and well-being.</p>	
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