



	<u>Weeks</u>	<u>Topic/theme</u>	<u>Rationale</u>	<u>Assessment</u>	<u>Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)</u>
Topic 1: Health and Wellbeing (7 weeks)	1	Healthy and unhealthy relationships	Young people today are often pressured into doing things that they may not be comfortable with, as a result of peer pressure and feeling forced. By educating students to identify healthy and unhealthy relationships, they will be better able to identify when a relationship may be unsafe, and therefore seek appropriate support.	Lesson 1	Critical thinking Decision making
	2-3	Gang Culture	It is not known how many gangs there are in the UK. However, what is known is that the amount of gun crime, violence and knife related crime have all risen in recent years. Gang membership significantly increases the chances of a young person being involved in criminal activity, anti social behaviour and drug use. By educating students about the risks, we are enabling them to informed decisions about their involvement and how to get help and support if needed		Rule of Law Decision making Assertiveness Communication
	4	Assertiveness	By educating students how to be assertive, they will be able to communicate their needs and feelings, without being rude or aggressive. These skills will enable them to stand up for themselves whilst remaining respectful towards others.		Assertiveness Communication
	5	Managing Risk in relation to knife crime	Figures released at the end of 2019 showed a 7% increase in offences involving knives or sharp instruments, taking the total to 45,600. Reports of stabbings in the news increase the fear and worry in the community, with some young people feeling that if other young people are carrying knives, they should be doing the same and carrying a knife for protection. More knives on the street only leads to one outcome – more people getting hurt. By educating students in managing the risk in relation to knife crime in other ways, we will help safeguard them from harm.	Lesson 5	Critical thinking Decision making Rule of law Assertiveness
	6-7	Managing risk in relation to drug and alcohol use	Substance misuse is one of the most common and yet preventable risks to a young persons health and development. By educating students about the risks involved will enable them to make informed decisions and remain safe.		Decision making Rule of law



Topic 2: Living in the Wider World (7 weeks)	<u>Weeks</u>	<u>Topic Theme</u>	<u>Rationale</u>	<u>Assessment</u>	<u>Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)</u>
	1-2	Transferable Skills	By looking at transferable skills, students will be able to identify and demonstrate employability skills, building their confidence and self esteem.	<u>Lesson 2</u>	Critical Thinking
	3	Managing feelings in relation to future employment	Students will be choosing their GCSE options in the Spring term. By exploring their feelings towards certain careers now, it will enable students to make an informed choice about the path they may wish to follow.		Decision Making
	4	Goal Setting	It is important that students set themselves meaningful, realistic goals in order that they may experience success and build self esteem.	Lesson 5	Initiative Self motivation
	5	Skills for decision making	Students will be choosing their GCSE options in the Spring term. They will have to make decisions surrounding this. By giving students the skills for decision making will enable them to make informed decisions around this and other key areas of their lives.		Decision Making Critical Thinking Individual Liberty



Topic 3: Relationships (6 weeks)	<u>Weeks</u>	<u>Topic Theme</u>	<u>Rationale</u>	<u>Assessment</u>	<u>Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)</u>
	1	Families and parenting	The nature of family and family life has changed considerably over the last century. There are many and varied types of families in the UK, and they come in all different shapes and sizes.	Lesson 1	Tolerance Diversity
	2	Positive relationships in the home as a way to reduce homelessness	Family breakdown is a key factor in young people becoming homeless. As young people develop different ideas, values and beliefs from their families, can significantly increase the amount of conflict and stress in the home. By encouraging young people to maintain positive relationships in the home, this in turn may reduce the risk of a young person becoming homeless.		Communication
	3-5	Conflict resolution	Family conflict is the main precipitating factor leading to homelessness for under 18s. By giving young people the tools to resolve conflict, and signposting them for support, they will be better placed to manage conflict	Lesson 5	Communication Resilience
	6	Seeking support	It is important that young people feel supported and know where to go to discuss issues which may be affecting them, such as unplanned pregnancy or sexual or gender identity. It is important that all young people know where they can access support for these issues, in order that they may be supported without fear of repercussion.		Critical thinking Communication Tolerance



Spring 2 – Health and Wellbeing (5 weeks)	<u>Weeks</u>	<u>Theme Topic</u>	<u>Rationale</u>	<u>Assessment</u>	<u>Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)</u>
	1	Mental and physical health	Mental and physical health are closely linked. By encouraging students to look after both their mental and physical health will help to promote a healthy lifestyle		Self-motivation Self-awareness
	2	Suicide Prevention	Around 200 people each year die by suicide. These are preventable deaths. By raising awareness around how we can help and support each other, we will not only give confidence to those that may be suffering, empowering them to seek support, but also empower their friends to seek support if they feel someone is at risk.		Empathy Self-awareness
	3-5	Healthy lifestyles	Healthy lifestyles include sleep, exercise and a healthy work life balance as well as eating a healthy diet. By knowing about healthy choices, students will be encouraged to lead a healthy lifestyle, thereby improving both their mental and physical health, as well as improving energy levels and productivity	Lesson 3	Decision making Critical thinking
	6	Body Image	It's natural for young people to look at their surroundings for inspiration. But unlike previous generations, children today are constantly exposed to the media through social platforms like Facebook and Instagram. This can lead to unrealistic expectations. By educating students to look at these images with a critical eye, we can help reduce the pressure felt by some young people which can lead to unhealthy lifestyle choices		Moral and ethical issues Self-awareness



Summer 1 – Relationships (6 weeks)	<u>Weeks</u>	<u>Theme Topic</u>	<u>Rationale</u>	<u>Assessment</u>	<u>Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)</u>
	1	Readiness for sexual activity	It is natural for young people to want to experiment with sexual activity. By teaching them to understand human sexuality, and to respect themselves, it will enable them to develop safe, fulfilling and healthy sexual relationships at the right time.	Lesson 1	Decision making Moral and ethical issues
	2-3	consent	There are many myths and misconceptions surrounding consent. Educating people around consent can help protect against sexual coercion, harassment and assault, promoting healthy and safe relationships.		Rule of law Communication
	4	Consequences of unprotected sex	Sexual activity can lead to unwanted pregnancy and transmit STIs. By educating people around the consequences of unprotected sex they are able to make an informed decision and protect themselves from any unwanted effects.	Lesson 5	Decision making
	6	Managing expectations	With the advent of social media, young people are often subjected to unrealistic portrayals of relationships, including pornography. By educating students about these issues, it will enable them to be more reflective of their own expectations and manage them accordingly.		Critical thinking Rule of law
	7	Managing risk – sexual imagery	Young people that send sexual imagery via mobile phones, social media and so on are putting themselves at risk, and making themselves more vulnerable to bullying, harassment and exploitation. By ensuring young people understand the risks, and know where to seek support will help protect young people and minimise the risk.	Lesson 2	Rule of law Moral and ethical issues



Summer 2 – Financial and decision making (8 weeks)	<u>Weeks</u>	<u>Theme Topic</u>	<u>Rationale</u>	<u>Assessment</u>	<u>Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)</u>
	1-2	Employment rights and responsibilities	The earliest a young person can work part time is aged 13. It is important that our students understand their employment rights and responsibilities to protect them from possible exploitation and ensure their health and safety.	Lesson 2	Rule of law
	3-4	Managing feedback	Feedback is important as it enables us to develop and improve our skills. It lets us know what we are doing well, and how we can improve. By giving students the skills to manage feedback effectively will build their confidence and self-esteem, as well as enabling them to improve their performance.		Reflective thinking Self motivation
	5-6	Online persona	Whenever you use a social network, send a text, or post online, you're adding to your online identity. There have been a number of high profile incidents where someone's past online activity has had negative consequences years later. It is important students protect their online persona, as nothing is temporary online.	Lesson 6	Rule of law