Autumn 1 **Health & Wellbeing** **Drugs, Alcohol & Smoking** **Sequence of lessons**	**Core knowledge/Lesson Objective**	**Links to Statutory Guidance/Evidence Based practice**	**Core vocabulary**	**Prior Knowledge**
1.Drugs, Categories & Effects	Know the different classification and categorisation of drugs Know the effects of drugs Know the effects and dangers of prescribed medication	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. awareness of the dangers of drugs which are prescribed but still present serious health risks.	Stimulants Depressants Hallucinogenics Analgesics Possession Supply Binge drinking Units Smoking Vaping	PSHE in primary school – basic effects of drugs and alcohol
2.Drugs & the Law	Know the law around drugs and sanctions	the law relating to the supply and possession of illegal substances.		
3.Alcohol & the Effects	Know the effects of alcohol (short term and long term) Know how to calculate units of alcohol and what the recommended units of alcohol are.	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. the physical and psychological consequences of addiction, including alcohol dependency.		
4. Smoking & Vaping	Know the effects of smoking and vaping	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.		
5. Consolidation	Retrieval practice – what have I learnt	Cognitive Science PSHE association		
6. Assessment	End of Unit Assessment to test knowledge gained during unit	Cognitive Science		

*Individual topics may take more than one lesson to complete

Autumn 2 Citizenship Sequence of lessons	**Core knowledge/Lesson Objective**	**Links to Statutory Guidance/Evidence Based practice**	**Core vocabulary** **Environment** **Survey** **Sustainability**	**Prior Knowledge** Year 7 PD Community work and our school community
1.Why should we look after our environment	Know what is meant by the environment Know examples of different types of environment Know what things impact positively and negatively on our environment	Citizenship DfE - 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		
2. What ways can we help the environment	Know what actions can help the environment Know why/how certain actions can help the environment Know how to promote these actions to others			
3.Taking care of our environment	Know what features attract people to environments Know why it is important that we take care of our environment Know what cab discourage people from accessing certain environments Know what are environmental surveys and how they can help us make improvements to our environment			
4. Improving our environment	Know how to improve your local environment Know how to create and develop a project to improve a local environment Know how to work well in a group and delegate tasks			

Spring 1 **SRE** **LGBT, Sexuality & Homophobia** **Sequence of lessons**	**Core knowledge/Lesson Objective**	**Links to Statutory Guidance/Evidence Based practice**	**Core vocabulary** **Lesbian** **Gay** **Bi-sexual** **Trans** **Queer** **Questioning** **Asexual** **Inter-sex** **Gender** **Gender Identity** **Cisgender** **Non-binary** **Transgender** **Sexual Orientation** **Pansexual** **Gender Dysphoria** **Identity**	**Prior Knowledge** Year 7 topics on Bullying & Relationships
1.LGBTQ Community	Know the different LGBTQAI identities Know the difference between the identities Know what is gender stereotyping and the issues this can cause	that there are different types of committed, stable relationships. the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. The law around sexuality & gender identity		
2.Sexual Orientation	Know the different terminology associated with sexual orientation and gender Know what is gender dysphoria			
3. Homophobia	Know what is homophobia Know what the impact is of homophobia Know how to tackle homophobia in a variety of different settings Know what is meant by derogatory language			
4.Same Sex Relationships	Knowing the differences between heterosexual and homosexual relationships Knowing how to help someone if they are worried about exploring same sex relationships			

5. Identity	Knowing what is meant by the term Identity Knowing the importance of exploring our own identity with regards to mental health			
6. Consolidation/End of Unit Assessment	End of Unit Assessment to test knowledge gained during unit	Cognitive Science		

Spring 2 **Health & Wellbeing** **Emotional wellbeing** **Sequence of lessons**	**Core knowledge/Lesson Objective**	**Links to Statutory Guidance/Evidence Based practice**	**Core vocabulary** **Mental Health** **Discrimination** **Prejudice** **Emotional wellbeing** **Resilience**	**Prior Knowledge** Year 7 topics on Puberty & Emotions and Resilience
1.Attitudes to mental health	Know the links between mental health & physical health Know the common misconceptions about mental health Know what is prejudice and discriminatory language and behaviour in mental health and know how to challenge this	how to recognise the early signs of mental wellbeing concerns. common types of mental ill health (e.g. anxiety and depression). how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. enable students to develop their self-knowledge, self-esteem and self-confidence; encourage respect for other people how to talk about their emotions accurately and sensitively, using appropriate vocabulary.		
2. Promoting emotional wellbeing	Know the factors that affect emotional wellbeing Know ways to promote emotional wellbeing and resilience (recover and learn from setbacks)			
3. Unhealthy Coping Strategies	Know what are unhealthy coping strategies and understand why they are unhealthy Know misconceptions around unhealthy coping strategies Know warning signs of emotional difficulties Know what sources of support there are and how to access them			
4. Healthy Coping Strategies	Know a range of strategies for managing difficult emotions			
5.Consolidation/End of Unit Assessment	End of Unit Assessment to test knowledge gained during unit	Cognitive Science		

Summer 1 Wider World Social Enterprise/Enterprise Sequence of lessons	**Core knowledge/Lesson Objective**	**Links to Statutory Guidance/Evidence Based practice**	**Core vocabulary**	**Prior Knowledge**
1.What is Social Enterprise	Know what is a Social Enterprise and examine examples	the functions and uses of money, the importance and practice of budgeting, and managing risk. 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 enable students to develop their self-knowledge, self-esteem and self-confidence; encourage 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; Gatsby Benchmark 4 & 5	**Business** **Enterprise** **Social Enterprise** **Entrepreneur** **Profit** **Promotion** **Place** **Price** **Brand** **Target Market** **Logo** **USP**	Primary School Enterprise work Year 7 Community topic
2.Criteria of Social Enterprise	Know what is the criteria of Social Enterprise and how it can be successful			
3.Business & Enterprise	Know what is a business & entrepreneur and the criteria of a successful entrepreneur			
4.Business Ideas	Know how business ideas are developed and what makes them successful			
5.4Ps of Marketing	Know what the 4 Ps of marketing are and their importance when developing business ideas			
6.Creating a Pitch	Know what is a Pitch and the criteria of a successful pitch (Students will need 2 lessons at least)			
7.Delivering and Evaluation of Pitch	Know how to deliver and evaluate a pitch to business experts			
8.Social Enterprise/Marketing Project	Know how to set up their own social enterprise and produce a product or service to sell at the school market			
9.Consolidation/End of Unit Assessment	Retrieval practice and End of Unit Assessment to test knowledge gained during unit			

Summer 2 Health & Wellbeing E-Safety **Sequence of lessons**	**Core knowledge/Lesson Objective**	**Links to Statutory Guidance/Evidence Based practice**	**Core vocabulary** **E-safety** **Digital Footprint** **Sexting** **Harmful content** **Harmful Sexual Behaviours** **Cyberbullying** **Harassment** **Grooming**	**Prior Knowledge** Year 7 Cyberbullying Computing
1.E-Safety & Digital Citizenship	Know what is meant by E-safety Know different ways to stay safe online Know the importance of staying safe online	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.		
2. Digital Footprints	Know what your online reputation is and how it can impact the real world. Know what the consequences are for inappropriate online behaviour.			
3. Sexting	Know what is meant by the term Harmful Sexual Behaviours. Know what sexting and grooming is. Know the consequences of engaging in sexting – socially and legally. Know advice that could be given to others who feel pressured into engaging in sexting.			
4. Cyberbullying	Know/recap what cyber bullying is and be able to identify it when it happens. Know how language and text can be misinterpreted as bullying. Know different ways of tackling cyber bullying in schools.			
5.Consolidation/End of Unit Assessment	End of Unit Assessment to test knowledge gained during unit	Cognitive Science		