Autumn 1 **Health & Wellbeing** **Body Image** **Sequence of lessons**	**Core knowledge/Lesson Objective**	**Links to Statutory Guidance/Evidence Based practice**	**Core vocabulary**	**Prior Knowledge**
1.Social Media & Self-esteem	Know how to identify the ways people contrive online personas, why they do this and the effects this can have on both their self-esteem and that of others.	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. the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, how advertising and information is targeted at them. .	**Social Media** **Online** **Persona** **Brand** **Self-esteem** **Body Image** **Mental Health** **Body shaming** **Eating Disorder** **Anorexia** **Bulimia** **Obesity** **Body Dysmorphia**	Year 6 Online safety Year 8 Identity, Healthy/Unhealthy coping strategies
2.Body image and the Media	Know what body image issues affect males and females and why they shouldn't worry about how bodies are presented in the media Know that media images are often unattainable and what the impact of this might be (how the media influences our body image)			
3.Body Shaming	Know what is body shaming Know the different types of body shaming Know what the consequences of body shaming might be on self-esteem Know the ways in which we can make people feel better about their bodies			
4. Eating Disorders & Body Dysmorphia	Know how to identify different eating disorders and their symptoms and how they can be treated Know the possible ways for us to retain good mental and physical health to help prevent eating disorders developing			
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		

Autumn 2 **Health & Wellbeing** **Emotional Wellbeing & Mental Health** **Sequence of lessons**	**Core knowledge/Lesson Objective**	**Links to Statutory Guidance/Evidence Based practice**	**Core vocabulary**	**Prior Knowledge**
1. Emotional Wellbeing	Know the characteristics of mental & emotional health and the factors that affect it Know the importance of good mental health Know the impact of poor mental health	how to talk about their emotions accurately and sensitively, using appropriate vocabulary. how to recognise the early signs of mental wellbeing concerns. common types of mental ill health (e.g. anxiety and depression). the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	Mental Health Mental Illness Anxiety Depression Stress Grief Coping strategies Bereavement Denial Bargaining Acceptance	KS3 PD work on emotional and mental health and wellbeing, stress management, influences on our self-esteem
2.Dealing with Stress	Know the signs and symptoms of stress Know strategies to manage stress effectively Know routines for dealing with exam pressure			
3.Facing Challenges	Know strategies to use when dealing with new challenges Know and apply problem-solving strategies Know what stress triggers are and be able to identify their own Know strategies to manage time effectively			
4. Managing Bereavement	Know the stages of grief Know different ways people cope with grief Know how to support people who have suffered with bereavements			
5. Consolidation/Assessment	Retrieval practice – what have I learnt & end of unit assessment	Cognitive Science PSHE association		

Spring 1 Wider World Careers/Choosing Options Sequence of lessons	Core knowledge/Lesson Objective	Links to Statutory Guidance/Evidence Based practice	Core vocabulary GCSE's Options Progression Route A-Level T-Level Apprenticeship Btec Ctec	Prior Knowledge Future's Fridays External Visitors Previous Unifrog work
1&2 GCSE Choices	Know how to make informed choices on their GCSE subjects, taking into account a variety of factors Know how Unifrog can help them make good choices at GCSE level	Gatsby Benchmark 3, 4 & 7		
3.Progression Routes & Subject links with options	Students will know different progression routes when leaving school Students will know how different subjects links with different jobs			
4.Identifying skills & abilities	Students will know how to identify their own skills & abilities and how this can help them choose their options			
5. Our Option Process	Students will know how our option process works and when the deadlines for making choices are.			

Spring 2 SRE Safeguarding & Society **Sequence of lessons**	**Core knowledge/Lesson Objective**	**Links to Statutory Guidance/Evidence Based practice**	**Core vocabulary** **Female Genital Mutation** **Child Sexual Exploitation** **County Lines** **Organised crime** **Elders** **Street gangs** **Affiliates** **Anti-social behaviour** **Hate Crime** **Arranged marriage**	**Prior Knowledge** BPE lessons
1.Child Sexual Exploitation	Know what is meant by CSE Know the signs of CSE including grooming Know what to do if you suspect CSE is taking place Know how to link CSE with HSB	• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • consent, including the age of consent • violence against women and girls • criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) • hate crime • violence and exploitation by gangs • female genital mutilation (FGM)		
2. FGM & Arranged Marriage	Know what is FGM Know what to look out for when a victim may have, or may be soon to experience FGM. Know how girls are encouraged into the process and reasons why it's often unreported. Knowing what is meant by an arranged marriage and the potential impacts this can have			
3. County Lines & gangs	Know how criminals exploit young people, how County Lines works and where you can get help if you think someone is involved Know the structure and key terms of gangs involved in County Lines			
4. Knife crime & antisocial behaviour	Know what is anti-social behaviour Know the consequences of knife crime and antisocial behaviour Know why young people become involved in knife crime			
5.Hate Crimes	Know what constitutes as a hate crime and how these happen			
6.Consolidation/End of Unit Assessment	End of Unit Assessment to test knowledge gained during unit	Cognitive Science		

Summer 1 **SRE** **Sex & Staying Safe** **Sequence of lessons**	**Core knowledge/Lesson Objective**	**Links to Statutory Guidance/Evidence Based practice**	**Core vocabulary** **Sex** **Consent** **Peer Pressure** **Paedophile**	**Prior Knowledge** Year 6 & 7 Sex & Puberty lessons
1.Sex & Misconceptions	Know some common misconceptions around sex Know correct sexual terminology and their definitions	• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex.		
2. Delaying Sex	Know reasons why you should delay sex Know what is consent			
3. Managing Peer Pressure	Know what is peer pressure, when it can happen and the consequences this can have Know how to tackle peer pressure			
4. Keeping safe & positive Relationships	Know what is a safe relationship Know what is peer on peer abuse (link to HSB) Know how to avoid dangerous relationships			
5.Consolidation/End of Unit Assessment	End of Unit Assessment to test knowledge gained during unit	Cognitive Science		

Summer 2 Citizenship Crime & Criminality Sequence of lessons	Core knowledge/Lesson Objective	Links to Statutory Guidance/Evidence Based practice	Core vocabulary	Prior Knowledge
1.Crime & Deviance	Students will know what a crime is and the difference between crime and deviance. Students will know some different reasons why people might commit crimes	the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals enable students to distinguish right from wrong and to respect the civil and criminal law of England; enable students to acquire a broad general knowledge of and respect for public institutions and services in England; an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;	**Crime** **Deviance** **Criminal law** **Civil Law** **Arrested** **Arraignment** **Prosecution** **Crown Court** **Magistrates Court** **Bail** **Remand** **Mitigating Factors** **Aggravating Factors** **Custodial**	BPE lessons Politics & Parliament Year 7
2.Criminal & Civil Law	Students will know the difference between Criminal & Civil Law and the characteristics of each. Students will learn examples of the two.			
3.The Arrest Process	Students will know: What circumstances can lead to an arrest. The process you go through when you are arrested. How it is decided if you will be prosecuted**.**			
4.The Court System	Students will know: The differences between a Magistrates court and a Crown Court. Who the key people are in each court. The sorts of crimes that can be tried in each court. What punishments can be given by each court.			
5.Punishments	Students will know the purpose of punishing people who commit crimes and some of the different ways in which people can be punished. Students will learn about mitigating and aggravating factors which can affect what punishment is given			
6.Consolidation/End of Unit Assessment	Retrieval practice and End of Unit Assessment to test knowledge gained during unit			

Summer 2 Citizenship Living in Britain **Sequence of lessons**	**Core knowledge/Lesson Objective**	**Links to Statutory Guidance/Evidence Based practice**	**Core vocabulary** **Citizenship** **Community** **British Values** **Commonwealth** **Equality** **Discrimination** **Prejudice** **Empathy** **Democracy** **Voting**	**Prior Knowledge** Year 7 Politics & Parliament BPE Curriculum
1.Living in Britain	Know a range of factors that can unite people who come from different backgrounds Know what are community services, citizenship schemes Know qualities that are linked to Britishness and what is the Commonwealth	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; further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; encourage respect for other people encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in an understanding of how citizens can influence decision-making through the democratic process; an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination. 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		
2. The Equality Act	Know what the Equality Act is and its importance Know the impact of hate crimes Recap on the law			
3. Challenging Discrimination	Know the different forms of discrimination Know the impact of discrimination Know ways to develop empathy and understanding Know ways to challenge discrimination			
4. Democracy & Voting	Know the types of government and how the voting process works Know about other country's democracy systems Know what is the eligibility to vote and why it's important to do so.			

		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 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 diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding		
5.Consolidation/End of Unit Assessment	End of Unit Assessment to test knowledge gained during unit	Cognitive Science		