



# **PSHCE and Wellbeing Curriculum Framework**

**Reviewed and Updated September 2018**

This document provides the curriculum framework for the delivery of PSHCE & Wellbeing education at White Spire School. The framework supports us in fulfilling the statutory obligations of supporting pupil wellbeing and is fully aligned to the new Ofsted framework (September 2015) as well as to National Curriculum themes – personal development, health & safety, Emotional & Mental Health, anti-bullying, behaviour & welfare, Citizenship, British values and Social, Moral, Spiritual, Cultural education (SMSC including inclusion & equalities)

This curriculum is not fixed, it is evolving and is designed to be amended, changed and added to, to ensure it matches the real, and changing needs of all our pupils.

This curriculum has been developed with contributions from: the students, staff and Governors of White Spire School, The PSHE Association, Public Health England, Community Safety Teams, Road Safety Teams, The Health Education Partnership, The Brook, Sex Education Forum and the National Health Education Group.

There are three core themes:

- 1) Health and Wellbeing
- 2) Relationships
- 3) Living in the Wider World

Class 1/2 (Cycle 1) 2019-2020		Focuses: -Healthy and safe -Emotional & Mental Health -Anti-bullying -Science (Biology/Chemistry) /SRE/Drugs -PE/sport -Citizenship & British values -Values & SMSC (inc. diversity and equal opportunities)	
Core Theme	Autumn Term	Spring Term	Summer Term
Health and Wellbeing	<p><b>My identity and skills</b> <b>Emotional &amp; Mental Health</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about where they live and belong and what they can do</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be aware of themselves and their skills</li> </ul>	<p><b>Self awareness</b> <b>Emotional &amp; Mental Health</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about feelings and goals</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to set a target for themselves</li> </ul>	<p><b>Developing skills</b> <b>Emotional &amp; Mental Health</b> <b>Biology</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how they are improving</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to talk about growing</li> </ul> <p><b>Keeping well and clean</b> <b>Healthy and safe</b> <b>Biology</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about basic hygiene</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know how to keep themselves clean</li> </ul>
	Relationships	<p><b>Safe and unsafe</b> <b>Healthy and safe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>who keeps them safe and how</li> <li>about what is safe and unsafe</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to talk about how to keep safe</li> </ul> <p><b>Anti-bullying – PSHCE Curriculum Day</b> <b>Citizenship &amp; British values (Extremism and Prevent) – PSHCE Curriculum Day</b></p>	<p><b>Friendship</b> <b>Anti-bullying</b> <b>Emotional &amp; Mental Health</b> <b>Values &amp; SMSC</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>what friends are</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>be able to talk about what makes a good friend</li> <li>recognise how their behaviour affects other people</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Living in the Wider World</b></p>	<p><b><u>Keeping safe</u></b>  <b>Healthy and safe</b>  <b>Citizenship &amp; British values (participation, rights &amp; responsibilities)</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>about how to co-exist and be helpful</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to say why we need rules and give some examples</li> </ul> <p><b><u>Money</u></b>  Children will learn:</p> <ul style="list-style-type: none"> <li>that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</li> </ul>	<p><b><u>Accidents and prevention</u></b>  <b>Healthy and safe</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>what accidents are</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand about safe and unsafe places to play</li> </ul> <p><b><u>Co-operative skills</u></b>  <b>Citizenship &amp; British values – democracy and responsibilities</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>about rules for games and who makes them</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to take part in a class vote</li> </ul>	<p><b><u>More co-operative learning</u></b>  <b>Citizenship &amp; British values (participation, sense of community)</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>how to contribute to the life of the classroom</li> <li>to help construct, and agree to follow, group and class rules and to understand how these rules help them</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>participate in co-operative learning games</li> <li>be able to take turns, share and understand the need to return things that have been borrowed</li> <li>recognise that they belong to various groups and communities such as family and school</li> </ul>

# Class 1/2 (Cycle 2)

## 2018-2019

### Focuses:

-Healthy and safe    -Emotional & Mental Health    -Anti-bullying    -Science (Biology/Chemistry) /SRE/Drugs  
 -PE/sport    -Citizenship & British values    -Values & SMSC (inc. diversity and equal opportunities)

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<p><b><u>Awareness of feelings</u></b>  <b>Emotional &amp; Mental Health (self esteem/awareness)</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>How to tell how people are feeling</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>Be able to show some self-awareness</li> </ul> <p><b><u>Keeping well and clean</u></b>  <b>Healthy and safe</b>  <b>Biology</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>how some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know how to keep themselves clean and how to brush their teeth effectively</li> </ul>	<p><b><u>Parts of the body</u></b>  <b>Healthy and safe</b>  <b>Biology</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about their bodies and how they work</li> <li>about the similarities and differences between boys and girls</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to name the main parts of the body (including external genitalia)</li> </ul> <p><b><u>Growing and changing</u></b>  <b>Healthy and safe</b>  <b>Biology</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>more about what happens as things grow</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe some elements of the growth cycle</li> </ul>	<p><b><u>Drugs Education</u></b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b>  <b>Biology</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>that household products, including medicines, can be harmful if not used properly</li> <li>about feeling worried</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know how to protect themselves</li> </ul>
<b>Relationships</b>	<p><b><u>Who are our friends?</u></b>  <b>Emotional &amp; Mental Health (self awareness)</b>  <b>Healthy and safe</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about different types of friends , including grown-ups</li> <li>the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to talk about good and not so good feelings</li> <li>be able to talk about friends (good and bad friends)</li> <li>begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings</li> </ul> <p><b>Anti-bullying – PSHCE Curriculum Day</b>  <b>Citizenship &amp; British values (Extremism and Prevent) – PSHCE Curriculum Day</b></p>	<p><b><u>Losing and finding</u></b>  <b>Emotional &amp; Mental Health (self esteem)</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about what happens when things get lost or change</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to express how they feel when they lose something or if things change(including moving home, losing toys, pets or friends)</li> </ul>	<p><b><u>Memories and growing up</u></b>  <b>Emotional &amp; Mental Health (self esteem)</b>  <b>Values &amp; SMSC</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about special memories</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>make a memory box and choose contents</li> </ul>

<b>Living in the Wider World</b>	<p><b><u>Persuasion and Reality</u></b>  <b>Emotional &amp; Mental Health</b>  <b>Anti-bullying</b>  <b>Citizenship &amp; British values (responsibilities)</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• more about differences between fantasy and reality</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• understand the difference between these</li> </ul>	<p><b><u>Being different</u></b>  <b>Values &amp; SMSC (diversity and equal opportunities)</b>  <b>Citizenship &amp; British values (sense of community)</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• more about other people's opinions and views</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to construct a simple survey</li> </ul>	<p><b><u>Looking after myself</u></b>  <b>Citizenship &amp; British values (world of work)</b>  <b>Healthy and safe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• more about road safety and who helps us keep safe</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• understand the role of the emergency services</li> </ul> <p><b><u>Sustainable development</u></b>  <b>Citizenship &amp; British values</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• about the environment</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• take part in a class recycling activity</li> </ul>
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# Class 3/4 (Cycle 1) 2019-2020

## Focuses:

-Healthy and safe    -Emotional & Mental Health    -Anti-bullying    -Science (Biology/Chemistry) /SRE/Drugs  
-PE/sport    -Citizenship & British values    -Values & SMSC (inc. diversity and equal opportunities)

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<p><b><u>Healthy people</u></b>  <b>Healthy and safe</b>  <b>Biology</b>  <b>PE/sport</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about what healthy people do. This should include learning about the benefits of rest and exercise.</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe the components of a healthy day</li> <li>be able to recognise what they like and dislike, and recognise that choices can have good and not so good consequences</li> <li>research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</li> </ul> <p><b><u>Healthy eating</u></b>  <b>Healthy and safe</b>  <b>Biology</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about what food is healthy</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>use their learning to plan a healthy lunchbox</li> </ul>	<p><b><u>About my body</u></b>  <b>Emotional &amp; Mental Health (self esteem)</b>  <b>Biology</b>  <b>PE/sport</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>more about parts of the body and how the body works</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to show understanding of key bodily functions</li> </ul> <p><b><u>Keeping fit</u></b>  <b>Healthy and safe</b>  <b>Biology</b>  <b>PE/sport</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>learn about exercise and what makes places healthy</li> <li>begin to learn how to make real, informed choices that improve their physical and Emotional &amp; Mental Health</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>plan and carry out a programme of exercise</li> </ul>	<p><b><u>Mums, Dads and babies - 1</u></b>  <b>Emotional &amp; Mental Health</b>  <b>Biology</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about babies and birth and about the process of growing from young to old</li> <li>how people's needs change &amp; responsibilities that increasing independence may bring</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>bring in photos of themselves/ their parents/carers at different stages from birth till now</li> </ul> <p><b><u>Drugs Education</u></b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b>  <b>Biology</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>that household products, including medicines, can be harmful if not used properly</li> <li>rules for and ways of keeping physically &amp; emotionally safe</li> </ul>

<b>Relationships</b>	<p><b><u>Same and different – being truthful</u></b></p> <p><b>Emotional &amp; Mental Health</b></p> <p><b>Anti-bullying</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about truth and lies , and more about diversity</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to show what constitutes a good friend recognise what is fair and unfair, kind &amp; unkind, what is right and wrong</li> </ul>	<p><b><u>Making and breaking friendships</u></b></p> <p><b>Emotional &amp; Mental Health</b></p> <p><b>Values &amp; SMSC</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about when friendships break up, or people move away</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand about feelings associated with this</li> </ul>	<p><b><u>Mums, Dads and babies - 2</u></b></p> <p><b>Emotional &amp; Mental Health</b></p> <p><b>Biology</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>that babies need care and attention (love) in order to calm them if they are upset</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>plan a visit by a Mum or Dad and formulate questions</li> </ul>
	<p><b><u>Coping with conflict</u></b></p> <p><b>Emotional &amp; Mental Health</b></p> <p><b>Anti-bullying</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>more about teasing &amp; bullying, the different types of teasing and bullying (including gangs), that these are wrong and unacceptable</li> <li>consequences of anti-social &amp; aggressive behaviours such as bullying &amp; discrimination on individuals &amp; communities</li> <li>how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know why this is wrong and how to get help</li> <li>recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> </ul>	<p><b><u>Variety of relationships</u></b></p> <p><b>Emotional &amp; Mental Health</b></p> <p><b>Values &amp; SMSC</b></p> <p><b>Healthy &amp; safe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</li> <li>to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> <li>about who is safe to show 'private' body parts to</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</li> <li>know what to do if someone outside of their group of 'safe' people asks to see or touch their bodies</li> </ul>	<p><b><u>Personal Identity</u></b></p> <p><b>Emotional &amp; Mental Health (self esteem)</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>to set simple but challenging goals</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to learn from their experiences</li> <li>be able to recognise and celebrate their strengths</li> </ul>
	<p><b>Anti-bullying – PSHCE Curriculum Day</b></p> <p><b>Citizenship &amp; British values (Extremism and Prevent) – PSHCE Curriculum Day</b></p>		<p><b><u>Personal Safety</u></b></p> <p><b>Healthy and safe</b></p> <p><b>Emotional &amp; Mental Health</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about who to talk to if they have concerns, questions or worries</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>know difference between secrets &amp; surprises &amp; learn not to keep adults' secrets (including domestic violence)</li> </ul>



<b>Living in the Wider World</b>	<p><b><u>Money and shopping</u></b>  <b>Citizenship &amp; British values (financial capability)</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>• about money and spending</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to role-play simple financial transactions</li> </ul>	<p><b><u>Our school community</u></b>  <b>Citizenship &amp; British values (sense of community)</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>• rules for and ways of keeping physically and emotionally safe (including road and cycle safety)</li> <li>• rules for safety in the environment (incl. rail, water &amp; fire safety)</li> <li>• about safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)</li> <li>• to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</li> <li>• to offer constructive support and feedback to others</li> <li>• to identify and respect the differences and similarities between people <b>[Extremism and Prevent]</b></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>• use various media to illustrate this</li> </ul>	<p><b><u>Special Days</u></b>  <b>Values &amp; SMSC (diversity and equal opportunities)</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>• about a range of festivals</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• demonstrate this learning at an assembly or display</li> </ul> <p><b><u>Global Food</u></b>  <b>Citizenship &amp; British values (sustainable development, government)</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>• about where food comes from</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• learn more about the ethics of food supply</li> </ul>
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# Class 3/4 (Cycle 2)

## 2018-2019

### Focuses:

-Healthy and safe    -Emotional & Mental Health    -Anti-bullying    -Science (Biology/Chemistry) /SRE/Drugs  
 -PE/sport    -Citizenship & British values    -Values & SMSC (inc. diversity and equal opportunities)

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<p><b><u>Emotions and feelings (pressure)</u></b>  <b>Emotional &amp; Mental Health</b>  <b>Anti-bullying</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• how to deal with feelings, how to cope with pressure (including gangs)</li> <li>• what positively and negatively affects their physical, mental and emotional health (including the media)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• know who they can talk to if they are beginning to feel pressured</li> </ul> <p><b><u>Keeping safe</u></b>  <b>Healthy and safe</b>  <b>Biology</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• about risks they may face</li> <li>• that bacteria and viruses can affect health and that following simple routines can reduce the spread of harmful bacteria</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to describe what risk is and how this may affect decisions</li> </ul>	<p><b><u>Feeling sad and making choices</u></b>  <b>Emotional &amp; Mental Health (self awareness)</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>• about critical thinking and decision making</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable (from family, friends and strangers) and how to respond (including who to tell and how to tell them)</li> <li>• be able to write about feelings</li> </ul> <p><b><u>Sex and Relationship Education (SRE)</u></b>  <b>Healthy and safe</b>  <b>Biology</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• about gender, growing and reproducing</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be aware of differences and reproductive processes</li> </ul>	<p><b><u>Accidents and prevention</u></b>  <b>Healthy and safe</b>  <b>Citizenship &amp; British values (rights and responsibilities)</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• about outdoor places and how to behave responsibly</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• produce a display on outdoor risks</li> </ul> <p><b><u>Drugs Education</u></b>  <b>Healthy and safe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• about the impact of smoking and passive smoking and laws to prevent smoking</li> <li>• school rules about health and safety, basic emergency aid procedures, where and how to get help</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to ask for help or assistance</li> </ul>

<b>Relationships</b>	<p><b><u>Looking after others</u></b>  <b>Citizenship &amp; British values (rights &amp; responsibilities)</b>  <b>Emotional &amp; Mental Health</b>  <b>Biology</b></p> <ul style="list-style-type: none"> <li>about behaving responsibly</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>have looked after a toy pet, and recorded this</li> <li>be able to talk about feelings</li> <li>recognise and respond appropriately to a wider range of feelings in others</li> </ul> <p><b>Anti-bullying – PSHCE Curriculum Day</b>  <b>Citizenship &amp; British values (Extremism and Prevent) – PSHCE Curriculum Day</b></p>	<p><b><u>Families who live far away</u></b>  <b>Values &amp; SMSC (diversity)</b>  <b>Emotional &amp; Mental Health</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about extended families</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to discuss issues for families living overseas / a distance away</li> </ul> <p><b><u>Healthy relationships</u></b>  <b>Healthy and safe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise ways in which a relationship can be unhealthy and who to talk to if they need support (including domestic violence)</li> </ul>	<p><b><u>Special people in school</u></b>  <b>Emotional &amp; Mental Health (self awareness)</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about different roles in school</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>conduct an interview</li> </ul> <p><b><u>Peer influence &amp; pressure</u></b>  <b>Healthy and safe</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know (including family, friends and gangs) and the media</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe how to deal with unhelpful pressure</li> <li>be able to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong (including physical contact, peer pressure)</li> </ul>
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<p style="text-align: center;"><b>Living in the Wider World</b></p>	<p><b><u>Councillors –what do they do?</u></b>  <b>Citizenship &amp; British values (rights &amp; responsibilities, democracy and government)</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>• why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>• that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>• about school and local democracy</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• show an understanding of the role of a School Council Representative</li> <li>• resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> </ul>	<p><b><u>Where do things come from?</u></b>  <b>Citizenship &amp; British values (sustainable development, environment)</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>• about sources of products and Fairtrade</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to debate about ethics</li> </ul> <p><b><u>Me and my community</u></b>  <b>Citizenship &amp; British values</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>• what being part of a community means, and about the varied institutions that support communities locally and nationally</li> <li>• each member of the community is equal <b>[Extremism and Prevent]</b></li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> </ul>	<p><b><u>Our ideal community</u></b>  <b>Citizenship &amp; British values (sense of community, participation, world of work)</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>• about how community facilities work</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• produce a map of the community</li> </ul>

# Class 5/6/7 (Cycle 1) 2019-2020

## Focuses:

-Healthy and safe    -Emotional & Mental Health    -Anti-bullying    -Science (Biology/Chemistry) /SRE/Drugs  
-PE/sport    -Citizenship & British values    -Values & SMSC (inc. diversity and equal opportunities)

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<p><b>Healthy eating</b> Healthy and safe Biology PE</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about what food is healthy and why</li> <li>to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to design a series of healthy menus and compare these with each other and the food offered in school</li> </ul> <p><b>Sex Education</b> Emotional &amp; Mental Health (self awareness) Biology</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>how their body will change as they approach and move through puberty</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to recognise changes to their own bodies</li> </ul>	<p><b>Drugs education</b> Healthy and safe Biology</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the effects of alcohol and how to make safe decisions</li> </ul> <p><b>Decision making</b> Healthy and safe Biology</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe the effects of smoking and how to make safe decisions</li> <li>begin to understand the concept of a 'balanced lifestyle'</li> </ul> <p><b>Strong feelings</b> Emotional &amp; Mental Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about strong feelings and mood swings</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to express these feelings in writing / drawings</li> </ul>	<p><b>Sex and relationship education</b> Healthy and safe Emotional &amp; Mental Health Biology</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about the emotional changes they may experience during puberty</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand how they will begin to change</li> </ul> <p><b>Rights and responsibilities</b> Emotional &amp; Mental Health Citizenship &amp; British values (rights and responsibilities)</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about types of behaviour and their consequences (including racism)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to give examples of right and wrong (universal and within English and European law)</li> <li>recognise that their increasing independence brings increased responsibility to keep themselves and others safe</li> </ul>

<b>Relationships</b>	<p><b><u>Types of relationship</u></b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health (self awareness)</b>  <b>Values &amp; SMSC</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>• about different types of relationships including friends and families, civil partnerships and marriage</li> <li>• that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the free-choice and commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• understand that there are a variety of relationships</li> <li>• understand that any relationship should be entered into under free-choice</li> </ul>	<p><b><u>Persuasion and pressure - 1</u></b>  <b>Anti-bullying</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>• that their actions affect themselves and others</li> <li>• about the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to judge what kind of physical contact (including domestic violence and peer contact) is acceptable or unacceptable and how to respond</li> <li>• understand that a present should be given freely, without expectation of something being given in return</li> <li>• be able to demonstrate some basic techniques for resisting pressure</li> </ul>	<p><b><u>Exclusion and inclusion</u></b>  <b>Anti-bullying</b>  <b>Emotional &amp; Mental Health</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>• about equal opportunities and their importance</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to show understanding of difference including disability</li> <li>• recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> </ul>
	<p><b><u>Loss and separation</u></b>  <b>Emotional &amp; Mental Health</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>• about how it feels to lose someone</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to identify who can help them with difficult feelings</li> </ul> <p><b>Anti-bullying – PSHCE Curriculum Day</b>  <b>Citizenship &amp; British values (Extremism and Prevent) – PSHCE Curriculum Day</b></p>		

**Media and the community**

**Citizenship & British values (participation, world of work, media literacy)**

Children will learn:

- about how the media influences decisions

Children should:

- be able to hold a debate on a topical issue
- be able to express opinion whilst respecting another's point of view

**Recycling project**

**Citizenship & British values (sustainable development, environmental participation)**

Children will learn:

- more about the local community

Children should:

- be able to explain what can be recycled in their "local" recycling bins
- understand their responsibility in looking after their local environments, i.e. not dropping litter

**Persuasion and pressure - 2**

**Anti-bullying**

**Citizenship & British values (media literacy)**

Children will learn:

- about sources of persuasion including the media

Children should:

- be able to recognise some persuasive media tactics e.g. on television adverts

**Me in the Wider World**

**Healthy and safe**

**Citizenship & British values (media literacy, including Extremism and Prevent)**

Children will learn:

- the importance of protecting personal information, including passwords, addresses and images
- the importance of questioning the 'truth' of the information on the internet **[Extremism and Prevent]**

Children should:

- deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road and cycle use) and risks in their local environment) and to use this as an opportunity to build resilience
- understand how to get help if they see something upsetting on the internet that someone they 'know' has shared (e.g. extremist videos) **[Extremism and Prevent]**
- design posters and materials to reflect this learning

**Fundraising activities**

**Citizenship & British values (financial capability, rights and responsibilities, participation, world of work)**

**Emotional & Mental Health**

Children will learn:

- about what voluntary agencies do

Children should:

- plan and undertake a simple fundraising project
- reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

# Class 5/6/7 (Cycle 2) 2018-2019

**Focuses:**  
 -Healthy and safe    -Emotional & Mental Health    -Anti-bullying    -Science (Biology/Chemistry) /SRE/Drugs  
 -PE/sport    -Citizenship & British values    -Values & SMSC (inc. diversity and equal opportunities)

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<p><b>Healthy lifestyles</b>  <b>Healthy and safe</b>  <b>Citizenship &amp; British values (rights and responsibilities)</b>  <b>Biology</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about how their own lifestyle contributes to health</li> <li>what is meant by the term 'habit' and why habits can be hard to change</li> <li>about taking care of their body, understanding that they have autonomy and right to protect their body from inappropriate and unwanted contact understanding (that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>conduct a local survey to understand more about eating habits</li> </ul> <p><b>Setting personal goals</b>  <b>Emotional &amp; Mental Health</b>  <b>Citizenship &amp; British values (rights and responsibilities)</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>how to set goals and targets for themselves</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>produce a personal plan</li> </ul>	<p><b>Gender differences and puberty</b>  <b>Healthy and safe</b>  <b>Biology</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about development from birth and specific body parts</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to name these parts and understand their function</li> </ul> <p><b>Drugs education</b>  <b>Healthy and safe</b>  <b>Biology</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</li> <li>about alcohol, attitudes to drugs and making safe decisions in situations involving drugs</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe the short and long term effects of alcohol, discuss their views about drugs and make safe decisions about drug-related situations</li> </ul>	<p><b>Sex Relationship Education (SRE)</b>  <b>Healthy and safe</b>  <b>Biology</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about human reproduction</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>realise that human reproduction is an adult activity</li> </ul> <p><b>Personal Safety</b>  <b>Emotional &amp; Mental Health</b>  <b>Citizenship &amp; British values – rights and responsibilities</b>            Children will learn:</p> <ul style="list-style-type: none"> <li>about situations which could cause them personal risk</li> <li>that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li> <li>that these universal rights are there to protect everyone and primacy over national law and family and community practices</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>develop strategies for keeping physically and emotionally safe including road safety, safety in the home environment (domestic violence and abuse), public safety and safety online (including social media, the responsible use of ICT and mobile phones)</li> </ul>



<b>Relationships</b>	<p><b><u>Relationships</u></b>  <b>Emotional &amp; Mental Health</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• more about a range of issues that can affect families</li> <li>• about change, including transitions loss, separation, divorce and bereavement</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be aware of some of the problems families/parents can face</li> </ul> <p><b>Anti-bullying – PSHCE Curriculum Day</b>  <b>Citizenship &amp; British values (Extremism and Prevent) – PSHCE Curriculum Day</b></p>	<p><b><u>Coping with bullying</u></b>  <b>Anti-bullying</b>  <b>Emotional &amp; Mental Health</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• about how to deal with bullies</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• use role-play or other to demonstrate techniques they have learnt</li> </ul>	<p><b><u>Being left out</u></b>  <b>Anti-bullying</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• how it feels to be excluded or discriminated against</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>• be able to describe how this feels</li> <li>• know how to report any discrimination and sources of help and support</li> </ul>
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**Stereotypes and changing**

**Emotional & Mental Health**

**Values & SMSC**

Children will learn:

- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- about images and stereotypes

Children should:

- be aware of the need to challenge these

**Money and saving**

**Citizenship & British value (financial capability, work)**

Children will learn:

- about saving and spending

Children should:

- run a simple enterprise project in teams

**Democracy simulation**

**Citizenship & British values (democracy and government)**

Children will learn:

- about how local democracy works

Children should:

- use a simulation to develop understanding of democracy

**Diversity**

**Values & SMSC (diversity)**

Children will learn:

- about the lives of people living in other places, and people with different Values & SMSC and customs

Children should:

- appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

**Global community project – Refugee Week**

**Citizenship & British values (sustainable development)**

**Values & SMSC (diversity)**

Children will learn:

- about issues facing refugees, particularly in their local community

Children should:

- understand refugees faced threat/death in the home countries for different reasons (war, sexual orientation, political beliefs) and that Britain provides 'refugee' because our personal rights are protected

**Working together**

**Citizenship & British values (Extremism and Prevent)**

Children will learn:

- how they can work together to bring about change

Children should:

- listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
- work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)

**Class 8/9/10 (Cycle 1)  
2019-2020**

**Focuses:**  
 -Healthy and safe    -Emotional & Mental Health    -Anti-bullying    -Science (Biology/Chemistry) /SRE/Drugs  
 -PE/sport    -Citizenship & British values    -Values & SMSC (inc. diversity and equal opportunities)

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<p><b><u>Sex and relationship education – what do we mean by love?</u></b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>that there is nothing that they should be afraid to ask about</li> <li>that there are some cultural practices that are against British law and universal human rights such as female genital mutilation (FGM) and forced marriage</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>explore questions about SRE</li> <li>understand that love is unconditional and how to handle 'if you loved me you would...' situations</li> </ul>	<p><b><u>Drugs education</u></b>  <b>Healthy and safe</b>  <b>Biology</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>effects and risks of drugs and the consequences of use</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to describe effects and risks, understand consequences of drug use and know where to go for help</li> </ul>	<p><b><u>Moving on</u></b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b>  <b>Citizenship &amp; British values (rights and responsibilities)</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to differentiate between the terms, 'risk', 'danger' and 'hazard' e.g. use of mobile phones; internet etc – in reference to 'grooming'; cyber bullying; gang culture and sexting</li> <li>have a range of coping strategies</li> </ul> <p><b><u>Self confidence – valuing others</u></b>  <b>Citizenship &amp; British values (financial capability, rights &amp; responsibilities)</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about taking on more personal responsibility</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to demonstrate how their actions affect others</li> </ul>

<b>Relationships</b>	<p><b><u>Conflict resolution</u></b>  <b>Emotional &amp; Mental Health</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>about how to deal with conflicts as they arise</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to suggest strategies for handling conflict</li> <li>be able to recognise and manage 'dares'</li> <li>be able to recognise how "peer acceptance" may be influential in their actions and behaviours</li> </ul> <p><b><u>Secrets and dilemmas</u></b>  <b>Values &amp; SMSC</b>  <b>Healthy and safe</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>about handling moral dilemmas and when to tell (including friendship pressures – e.g. gang membership)</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>show understanding through role-play or other</li> </ul> <p><b>Anti-bullying – PSHCE Curriculum Day</b>  <b>Citizenship &amp; British values (Extremism and Prevent) – PSHCE Curriculum Day</b></p>	<p><b><u>Arguments and families</u></b>  <b>Emotional &amp; Mental Health</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>about how families behave</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise that reaching positive solutions usually involves negotiation and compromise</li> </ul> <p><b><u>Strong emotions</u></b>  <b>Emotional &amp; Mental Health</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>what is appropriate and inappropriate</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> <li>be able to express what it means to be in charge</li> </ul>	<p><b><u>Sex and relationship education – what do we mean by love?</u></b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>about parenting and love</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>appreciate there are different types of love e.g. parental love, partner love, friendship love etc.</li> <li>be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don't absolutely want to do so</li> </ul> <p><b><u>Racism and its consequences</u></b>  <b>Values &amp; SMSC (diversity and equal opportunities)</b>  <b>Citizenship &amp; British Values (Extremism and Prevent)</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>about aggressive behaviour</li> <li>that actions have consequences – emotionally as well as physically</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>understand about bullying and racism</li> <li>understand about gang violence</li> </ul>
<b>Living in the Wider World</b>	<p><b><u>Money and Me</u></b>  <b>Citizenship &amp; British values (financial capability, rights and responsibilities world of work)</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> <li>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>about enterprise and the skills that make someone 'enterprising'</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>recognise the qualities of 'enterprising' people</li> </ul>	<p><b><u>Democracy and decisions</u></b>  <b>Citizenship &amp; British values</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>learn about government and parliament</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>show understanding via drama / writing / drawing</li> </ul> <p><b><u>Our neighbours</u></b>  <b>Citizenship &amp; British values (sense of community)</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>more about people in their community</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>be able to explain what local facilities exist in their community e.g. libraries, leisure centre etc</li> </ul>	<p><b><u>Celebration – supporting each other</u></b>  <b>Citizenship &amp; British values (sense of community)</b>  <b>Healthy and safe</b>  Children will learn:</p> <ul style="list-style-type: none"> <li>about the people who are responsible for helping them stay healthy and safe and ways that they can help these people</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>produce an information resource</li> </ul>

<b>Class 8/9/10 (Cycle 2)</b> <b>2018-2019</b>		<b>Focuses:</b> <b>-Healthy and safe   -Emotional &amp; Mental Health   -Anti-bullying   -Science (Biology/Chemistry) /SRE/Drugs</b> <b>-PE/sport   -Citizenship &amp; British values   -Values &amp; SMSC (inc. diversity and equal opportunities)</b>	
Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<p><b><u>My identity and skills</u></b></p> <p><b>Emotional &amp; Mental Health</b></p> <p><b>Healthy and safe</b></p> <p><b>Biology</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>recognise the importance of taking increased responsibility for their own personal hygiene</li> <li>begin to recognise their personal strengths and how this affects their self-confidence and self-esteem</li> </ul>	<p><b><u>Healthy Eating</u></b></p> <p><b>Healthy and safe</b></p> <p><b>Biology</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>consider what might influence their decisions about eating a balanced diet</li> </ul>	<p><b><u>Healthy Lifestyles</u></b></p> <p><b>Healthy and safe</b></p> <p><b>Biology</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>the benefits of physical activity and exercise and the importance of sleep</li> <li>to recognise and manage what influences their choices about exercise</li> <li>the importance of balance between work, leisure and exercise</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>be able to plan for a 'healthy week'</li> </ul> <p><b><u>Risk Taking &amp; Drugs Education</u></b></p> <p><b>Healthy and safe</b></p> <p><b>Biology</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>about ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations</li> <li>a knowledge of basic first aid and life-saving skills(caring for others)</li> <li>about the positive and negative roles played by drugs in society (including alcohol)</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>begin to understand risk within the context of personal safety, especially accident prevention and road safety</li> </ul>

**Changing relationships**

**Healthy and safe**

**Values & SMSC (diversity and equal opportunities)**

**Biology**

Students will learn:

- the skills and develop the knowledge required to manage transitions
- to recognise, clarify and if necessary challenge their own Values & SMSC – diversity and equal opportunities and how their Values & SMSC – diversity and equal opportunities influence their choices
- to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate

Students should:

- consider the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
- recognise peer pressure and have strategies to manage both

**ICT Safety**

**Healthy and safe**

**Values & SMSC – diversity and equal opportunities**

**Citizenship & British Values (Extremism and Prevent)**

Students will learn:

- the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)

Students should:

- be able to explain how they could work towards being safe online
- know how to report videos/social media comments that make them uncomfortable / worried (including extremist views)

**Anti-bullying – PSHCE Curriculum Day**

**Citizenship & British values (Extremism and Prevent) – PSHCE Curriculum Day**

**Working with others**

**Emotional & Mental Health**

**Values & SMSC (diversity and equal opportunities)**

**Citizenship & British Values (participation)**

Students will learn:

- that relationships can cause strong feelings and emotions (including sexual attraction)
- the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships (including grooming, threat, domestic violence, abuse)

Students should:

- further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise
- further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
- explore the range of positive qualities people bring to relationships

**Different types of relationships**

**Emotional & Mental Health**

**Values & SMSC (diversity and equal opportunities)**

Students will learn:

- about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children

Students should:

- understand that partnership/wedding vows are made as part of a legal ceremony
- understand what it means to be exploited (emotionally, sexually, work) and the feelings connected to exploitation

**Fact or fantasy?**

**Emotional & Mental Health**

**Values & SMSC (diversity and equal opportunities)**

Students will learn:

- that different people have different relationships by critiquing for example television soap operas

Students should:

- begin to understand that the media portrayal of relationships may not reflect real life
- begin to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising, 'sexting')

<b>Living in the Wider World</b>	<p><b><u>Being the best I can be</u></b></p> <p><b>Emotional &amp; Mental Health</b></p> <p><b>Citizenship &amp; British values– rights and responsibilities</b></p> <p><b>Values &amp; SMSC – diversity and equal opportunities</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• about the knowledge and skills needed for setting realistic and challenging personal targets and goals</li> <li>• the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities</li> <li>• about discrimination, how to respond when being discriminated against and their responsibilities towards others who are experiencing discrimination</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>• recognise that they have the same rights to opportunities in learning and work as other people and to recognize and challenge stereotypes (including religious and race stereotypes – linked to extremism)</li> </ul>	<p><b><u>Enterprise and Me</u></b></p> <p><b>Emotional &amp; Mental Health</b></p> <p><b>Citizenship &amp; British values – participation</b></p> <p><b>Values &amp; SMSC – diversity and equal opportunities</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• the benefits of being ambitious and enterprising in all aspects of life</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>• about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit</li> </ul>	<p><b><u>Me and my Aspirations</u></b></p> <p><b>Emotional &amp; Mental Health</b></p> <p><b>Citizenship &amp; British values – participation</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skills</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>• be able to describe their preferred learning style</li> </ul>
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<b>Class 11/12/13 (Cycle 1)</b> <b>2019-2020</b>		<b>Focuses:</b> <b>-Healthy and safe   -Emotional &amp; Mental Health   -Anti-bullying   -Science (Biology/Chemistry) /SRE/Drugs</b> <b>-PE/sport   -Citizenship &amp; British values   -Values &amp; SMSC (inc. diversity and equal opportunities)</b>	
Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<p><b><u>My identity and skills</u></b>  <b>Emotional &amp; Mental Health</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>about where they live and belong and what they can do</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem</li> </ul>	<p><b><u>Personal Protection</u></b>  <b>SRE</b>  <b>Healthy and safe</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>the purpose and importance of immunisation and vaccination</li> <li>about cancer prevention, including healthy lifestyles, acknowledging that childhood cancer are rarely caused by lifestyle choices</li> <li>that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</li> <li>about contraception, including the condom and pill (see also Relationships)</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>be able to name local services where contraceptive advice is available</li> </ul>	<p><b><u>Drugs education</u></b>  <b>Healthy and safe</b>  <b>Biology</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>actual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse</li> <li>to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs including managing peer influence)</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>begin to understand the personal and social risks and consequences for themselves and others of making different decisions regarding substances, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke</li> <li>begin to understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns</li> </ul>



<b>Relationships</b>	<p><b>Different types of relationships</b></p> <p><b>Emotional &amp; Mental Health</b></p> <p><b>Values &amp; SMSC (diversity and equal opportunities)</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>about the roles and responsibilities of parents, carers and children in families</li> <li>how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>understand the importance of friendship and to begin to consider love and sexual relationships in this context</li> <li>know that they have rights over their bodies and other people have no right to touch them in intimate places without their express consent (including peer on peer abuse)</li> <li>begin to consider different levels of intimacy and their consequences</li> <li>acknowledge the right not to have intimate relationships until ready</li> <li></li> </ul> <p><b>Anti-bullying – PSHCE Curriculum Day</b>  <b>Citizenship &amp; British values (Extremism and Prevent) – PSHCE Curriculum Day</b></p>	<p><b>Sex, sexuality, sexual orientation</b></p> <p><b>Emotional &amp; Mental Health</b></p> <p><b>Values &amp; SMSC (diversity and equal opportunities)</b></p> <p><b>Citizenship &amp; British values (diversity and equal opportunities)</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>about the difference between sex, gender identity and sexual orientation</li> <li>about the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>begin to recognise that there is diversity in sexual attraction and developing sexuality</li> <li>begin to understand what expectations might be of having a girl/boyfriend</li> <li>begin to understand the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so</li> </ul>	<p><b>Consent</b></p> <p><b>Healthy and safe</b></p> <p><b>Emotional &amp; Mental Health</b></p> <p><b>Values &amp; SMSC (diversity and equal opportunities)</b></p> <p><b>Citizenship &amp; British values (diversity and equal opportunities)</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>what laws exist to protect their right to withhold their consent (including the legal age of consent for sexual activity)</li> <li>that consent is freely given and that being pressurised, persuaded or coerced to agree to something is not 'consent'</li> <li>that there are risks associated with female genital mutilation (FGM), it is criminal act in the UK</li> <li>that there are sources of support for themselves and their peers who they believe may be at risk or who may have already been subject to FGM</li> <li>how to cope/deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>recognise when others are using inappropriate persuasion, and coercion and how to respond (including peer on peer abuse)</li> <li>begin to understand about readiness for sex and the benefits of delaying sex (or any level of sexual contact)</li> </ul>
<b>Living in the Wider World</b>	<p><b>Opportunities and Me</b></p> <p><b>Emotional &amp; Mental Health</b></p> <p><b>Citizenship &amp; British values (participation, making a contribution)</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>about different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work</li> </ul>	<p><b>Money and Me</b></p> <p><b>Citizenship &amp; British values (diversity and equal opportunities, participation, making a contribution)</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>about different types of business, how they are organised and financed</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>begin to assess and manage risk in relation to financial decisions that young people might make</li> </ul>	<p><b>Me , Money and Choices</b></p> <p><b>Citizenship &amp; British values (diversity and equal opportunities)</b></p> <p><b>Values &amp; SMSC (diversity and equal opportunities)</b></p> <p><b>Healthy and safe</b></p> <p><b>Emotional &amp; Mental Health</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>about ethical consumerism/investments</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>explore social and moral dilemmas about the use of money, (including how the choices students make as consumers affect other people's economies and environments)</li> </ul>

Class 11/12/13 (Cycle 2) 2018-2019		Focuses: -Healthy and safe    -Emotional & Mental Health    -Anti-bullying    -Science (Biology/Chemistry) /SRE/Drugs -PE/sport    -Citizenship & British values    -Values & SMSC (inc. diversity and equal opportunities)	
Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<p><b><u>My identity and skills</u></b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b>  <b>Biology</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>that not everything they see is a true reflection e.g. media treatment of photographs (Photoshop)</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>consider how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self</li> <li>begin to understand about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it</li> </ul>	<p><b><u>Drug education</u></b>  <b>Science</b>  <b>Healthy and safe</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>about the safe use of prescribed and over the counter medicines</li> <li>the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>be able to give some reasons about how illegal drug use may affect people's lives e.g. physically, emotionally, legally, financially etc.</li> </ul>	<p><b><u>Accessing help</u></b>  <b>Healthy and safe</b>  <b>Citizenship &amp; British Values &amp; SMSC (diversity and equal opportunities)</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>about how to access local health services</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>plan &amp; produce a guide to local support services for Years 7 and 8</li> </ul>

<b>Relationships</b>	<p><b><u>Variety of Relationships</u></b>  <b>Healthy and safe</b>  Students will learn:</p> <ul style="list-style-type: none"> <li>to understand the importance of friendship and to begin to consider love and sexual relationships in this context</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>consider different levels of intimacy and their consequences</li> <li>acknowledge the right not to have intimate relationships until ready (including peer on peer abuse)</li> <li>that marriage is a commitment entered into freely, never forced through threat or coercion and how to safely access sources of support for themselves or their peers should they feel vulnerable</li> <li>understand who can help them if they feel forced into a relationship / intimate relationship / marriage</li> <li>understand what expectations might be of having a girl/boyfriend</li> <li>understand that violence is not part of any friendship/relationship</li> <li>begin to recognise that there is diversity in sexual attraction and developing sexuality</li> </ul> <p><b>Anti-bullying – PSHCE Curriculum Day</b>  <b>Citizenship &amp; British values (Extremism and Prevent) – PSHCE Curriculum Day</b></p>	<p><b><u>Pressure, Persuasion, and Coercion</u></b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b>  <b>Citizenship &amp; British values</b>  <b>Values &amp; SMSC (diversity and equal opportunities)</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>that consent is freely given and that being pressurised, persuaded or coerced to agree to something is not 'consent' (including peer on peer abuse)</li> <li>what laws exist to protect their right to withhold their consent (including the legal age of consent for sexual activity)</li> <li>about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>begin to understand about the emotional aspects of relationships</li> <li>recognise when others are using inappropriate persuasion, and coercion and how to respond (including extremist views)</li> <li>recognise the pressures and dangers linked to being a member of a 'gang'</li> </ul>	<p><b><u>Contraception, Communication, Unintended Pregnancy</u></b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b>  <b>Values &amp; SMSC (diversity and equal opportunities)</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>consent is something that should only be given freely; that the seeker of consent is responsible for ensuring that consent has been given freely. They should also learn that if consent is not given or it is withdrawn, that decision should always be respected.</li> <li>about contraception, including the condom and pill (see also 'Health') and the importance of communication and negotiation in condom use <b>[Biology]</b></li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>about the choices and risks related to unprotected sex, which could include exploring the options available in the event of unintended pregnancy and sources of accurate, impartial advice <b>[Biology]</b></li> </ul>
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**The Law, Me and my community**

Healthy and safe

**Emotional & Mental Health**

**Citizenship & British values**

**Values & SMSC (diversity and equal opportunities)**

Students will learn:

- about laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences)
- about the difference between friendship groups and gangs (including the risks posed by extremist views, membership of gangs on individuals, families and communities)
- about the potential tensions between human rights, British Law and cultural and religious expectations and practices
- about the support services available should they feel or believe others feel they are being abused and how to access them
- about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)

Students should:

- recognise bullying and abuse in all its forms (including prejudice-based bullying both in school and online, extremist views, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted

**Employment, Money and Me**

**Citizenship & British values**

**Values & SMSC (diversity and equal opportunities)**

Healthy and safe

**Emotional & Mental Health**

Students will learn:

- about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment
- about gambling and its consequences (including on-line gambling), why people might choose to gamble, how the gambling industry encourages gambling

Students should:

- recognise when issues linked to money may become problematic

**The Law, Me and Work**

Healthy and safe

**Citizenship & British values (rights and responsibilities)**

Students will learn:

- about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks

Students should:

- begin to consider different work roles and career pathways, including clarifying their own early aspirations

**Me and the future**

Students will learn:

- to recognise and maximise their achievements

Students should:

- be aware of the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process

# Class 14/15 (Cycle 1) 2019-2020

**Focuses:**  
 -Healthy and safe    -Emotional & Mental Health    -Anti-bullying    -Science (Biology/Chemistry) /SRE/Drugs  
 -PE/sport    -Citizenship & British values    -Values & SMSC (inc. diversity and equal opportunities)

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<p><b><u>My identity and skills</u></b>  <b>Emotional &amp; Mental Health</b>  <b>Healthy and safe</b>            Students will learn:</p> <ul style="list-style-type: none"> <li>to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealized and artificial body shapes</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>be aware of health risks and issues related to this, including cosmetic procedures</li> </ul> <p><b><u>My identity and skills</u></b>  <b>Emotional &amp; Mental Health</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others</li> </ul> <p>Students should:            make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism</p>	<p><b><u>Personal Safety</u></b>  <b>Emotional &amp; Mental Health</b>  <b>Healthy and safe</b>            Students will learn:</p> <ul style="list-style-type: none"> <li>about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel)</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>know how to keep themselves safe on their journey to and from school, the shops, a friend's house</li> </ul> <p><b><u>Emotional and Mental Health</u></b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b>  <b>Biology</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>about the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)</li> </ul> <p>Students should:            begin to develop strategies for managing mental health including stress, anxiety, depression, self harm and suicide, and sources of help and support</p>	<p><b><u>Safety Procedures, Help and Support</u></b>  <b>Healthy and safe</b>            Students will learn:</p> <ul style="list-style-type: none"> <li>how to recognise and follow health and safety procedures</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>know how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts</li> <li>know what to do in a violent incident (terror based)            [Citizenship and British Values – Extremism and Prevent]</li> </ul>

**Unintended pregnancy and teenage parenthood**

**Healthy and safe**

**Emotional & Mental Health**

Students will learn:

- the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)

Students should:

- recognize the emotional impact of pregnancy upon themselves, their partner, family

**Safety in Relationships**

**Anti-bullying**

**Healthy and safe**

**Emotional & Mental Health**

**Citizenship & British values**

**Values & SMSC (diversity and equal opportunities)**

Students will learn:

- strategies to manage strong emotions and feelings
- about the concept of consent in relevant, age-appropriate contexts

Students should:

- understand the characteristics and benefits of positive, strong, supportive, equal relationships
- understand that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other
- recognise when a relationship is unhealthy or abusive (including forced marriage and the unacceptability of both emotional and physical abuse or violence including rape) and strategies to manage this or get help managing changes in personal relationships including the ending of relationships
- develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying, grooming of extremist views and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs, and how to respond

**Anti-bullying – PSHCE Curriculum Day**

**Citizenship & British values (Extremism and Prevent) – PSHCE Curriculum Day**

**Media Pressure, Sex and Peer Support**

**Healthy and safe**

**Emotional & Mental Health**

**Values & SMSC (diversity and equal opportunities)**

Students will learn:

- to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism, feminism)

Students should:

- recognise the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)
- understand the pernicious influence of gender double standards and victim blaming

**Me and Other people**

**Healthy and safe**

**Emotional & Mental Health**

Students will learn:

- about the value of assertive behaviours and practice the skills needed

Students should:

- further develop the skills needed to manage unwanted attention in a variety of contexts (including harassment and stalking)

<b>Living in the Wider World</b>	<p><b><u>Keeping safe</u></b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b>  <b>Citizenship &amp; British values</b>  <b>Values &amp; SMSC (diversity and equal opportunities)</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>about harassment and how to manage this (including the workplace, gang intimidation and threats)</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>think critically about extremism and intolerance in whatever forms they take (including the concept of “shame” and honour based violence)</li> </ul>	<p><b><u>Me and My Future</u></b>  <b>Emotional &amp; Mental Health</b>  <b>Citizenship &amp; British values</b>  <b>Values &amp; SMSC – diversity and equal opportunities</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>about the range of opportunities available to them for career progression, including in education, training and employment</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>be provided with opportunities to develop their CVs; practice completing application forms; practice interview skills.</li> </ul> <p><b><u>Me and my community</u></b>  <b>Citizenship &amp; British values</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>what being part of a community means, and about the varied institutions that support communities locally and nationally</li> </ul> <p>Children should:</p> <p>recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>	<p><b><u>Me as a Consumer</u></b>  <b>Citizenship &amp; British values (rights and responsibilities)</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>be critical consumers of goods and services (including financial services) and recognise the wider impact of their purchasing choices</li> </ul> <p><b><u>Our ideal community</u></b>  <b>Citizenship &amp; British values (sense of community, participation, world of work)</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>about how community facilities work</li> </ul> <p>Children should:</p> <p>produce a map of the community</p>
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# Class 14/15 (Cycle 2) 2018-2019

**Focuses:**  
 -Healthy and safe    -Emotional & Mental Health    -Anti-bullying    -Science (Biology/Chemistry) /SRE/Drugs  
 -PE/sport    -Citizenship & British values    -Values & SMSC (inc. diversity and equal opportunities)

Core Theme	Autumn Term	Spring Term	Summer Term
<b>Health and Wellbeing</b>	<p><b>My identity and skills</b>  <b>Emotional &amp; Mental Health</b>  <b>Healthy and safe</b>            Students will learn:</p> <ul style="list-style-type: none"> <li>about checking themselves for cancer and other illnesses, including knowing what to do if you're feeling unwell and checking for signs of illness</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>be aware of health risks and issues related to this, including cosmetic procedures</li> </ul>	<p><b>Personal Safety</b>  <b>Emotional &amp; Mental Health</b>  <b>Healthy and safe</b>  <b>Biology</b>            Students will learn:</p> <ul style="list-style-type: none"> <li>the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns</li> <li>consider the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle</li> </ul>	<p><b>Safety Procedures; Help and Support</b>  <b>Healthy and safe</b>            Students will learn:</p> <ul style="list-style-type: none"> <li>how to recognise and follow health and safety procedures</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>know how to overcome worries about seeking help and being an assertive user of the NHS</li> </ul> <p><b>Healthy Lifestyles</b>  <b>SRE</b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b>  <b>Biology</b>            Students will learn:</p> <ul style="list-style-type: none"> <li>about sexually transmitted infections (STIs), including HIV/AIDS</li> <li>that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age</li> <li>about the options open to people who are not able to conceive</li> <li>how lifestyle choices affect a foetus</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>take increased responsibility for monitoring their own health (including testicular and breast self-examination)</li> <li>know how to protect themselves and others from infection and how to respond if they feel they or others are at risk</li> </ul> <p>know where and how to obtain health information, advice and support (including sexual health services)</p>



<b>Relationships</b>	<p><b><u>Unintended pregnancy and teenage parenthood</u></b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b>  <b>Citizenship &amp; British Values &amp; SMSC (diversity and equal opportunities)</b>  Students will learn:</p> <ul style="list-style-type: none"> <li>the reasons why parents choose to adopt or to place children for adoption</li> <li>about abortion, including the current legal position and the range of beliefs, opinions and myths about it</li> <li>that fertility decreases with age</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>consider the pathways available in the event of unintended pregnancy</li> <li>the possible physical and emotional reactions and responses people may have to each option</li> <li>who to talk to for accurate, impartial advice and support</li> </ul> <p><b><u>Safety in Relationships</u></b>  <b>Anti-bullying</b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b>  <b>Citizenship &amp; British values</b>  <b>Values &amp; SMSC (diversity and equal opportunities)</b>  Students will learn:</p> <ul style="list-style-type: none"> <li>about parenting skills and qualities and their central importance to family life (including the implications of young parenthood)</li> <li>about accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in previous years</li> </ul> <p><b>Anti-bullying – PSHCE Curriculum Day</b>  <b>Citizenship &amp; British values (Extremism and Prevent) – PSHCE Curriculum Day</b></p>	<p><b><u>Media Pressure, Sex and Peer Support</u></b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b>  <b>Biology</b>  <b>Values &amp; SMSC (diversity and equal opportunities)</b>  Students will learn:</p> <ul style="list-style-type: none"> <li>to recognise the impact of drugs and alcohol on choices and sexual behavior</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>be able to link actions (related to alcohol / drugs) with possible consequences</li> </ul> <p><b><u>Trauma and Crises</u></b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b>  <b>Citizenship &amp; British values</b>  Students will learn:</p> <ul style="list-style-type: none"> <li>about impact of domestic abuse (including sources of help and support)</li> <li>about the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances</li> <li>about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement</li> </ul> <p>Students should:  be able to access such organisations and other sources of information, advice and support</p>	<p><b><u>Me and Other people</u></b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b>  Students will learn:</p> <ul style="list-style-type: none"> <li>about the value of assertive behaviours and practice the skills needed</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>further develop the skills needed to manage unwanted attention in a variety of contexts (including harassment and stalking)</li> </ul> <p><b><u>Consent, Respect and Sex</u></b>  <b>Healthy and safe</b>  <b>Emotional &amp; Mental Health</b>  <b>Values &amp; SMSC (diversity and equal opportunities)</b>  Students will learn:</p> <ul style="list-style-type: none"> <li>about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</li> <li>how to negotiate the agreement, or withholding of consent, to engage in different degrees of sexual activity</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>consider how to seek consent to engage in different degrees of sexual activity</li> <li>ascertain and respect others' right to agree or withhold consent to engage in different degrees of sexual activity</li> <li>recognise when others are using manipulation, persuasion or coercion and how to respond</li> <li>understand and respect others' faith and cultural expectations concerning relationships and sexual activity</li> </ul> <p>be able to assess readiness for sex</p>
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**Keeping safe**

Healthy and safe

**Emotional & Mental Health**

**Citizenship & British values**

**Values & SMSC (diversity and equal opportunities)**

Students will learn:

- about harassment and how to manage this (including the workplace, gang intimidation and threats)

Students should:

- recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern

**Councillors –what do they do?**

**Citizenship & British values (rights and responsibilities, democracy and government)**

Children will learn:

- why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- about school and local democracy

Children should:

- show an understanding of the role of a school councilor  
resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

**Me and My Future**

**Emotional & Mental Health**

**Citizenship & British values**

**Values & SMSC (diversity and equal opportunities)**

Students will learn:

- about the range of opportunities available to them for career progression, including in education, training and employment

Students should:

- be provided with opportunities to develop their CVs; practice completing application forms; practice interview skills.
- consider changing patterns of employment (local)

**Where do things come from?**

**Citizenship & British values (sustainable development, environment)**

Children will learn:

- about sources of products and Fairtrade

Children should:

- be able to debate about ethics

**Me as a Consumer**

**Citizenship & British values (rights and responsibilities)**

Students will learn:

- their consumer rights and how to seek redress

Students should:

- be able to complain about a good / service assertively and politely