

Personal, Social, Health and Citizenship Education (PSHCE)

Health and Wellbeing

Relationships

Living in the wider world

RE Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Transition, Personal Safety and Wellbeing	Building Relationships	Diversity – identity, Quality and Inclusiveness	Health and Puberty	Building Relationships	Financial Decision Making – Money and Me
Enquiry Question	How can I look after myself and others now I am older?	How can we build healthy relationships to last?	What creates discrimination and prejudice within a community?	How can we establish healthy routines now we are getting older?	How can we recognise the dangers of online media and the role it plays in shaping relationships?	Why is learning to manage money so important for our futures?
Key concepts (VIP)	Responsibility to look after yourself is important the older you get. Keeping yourself and others safe is not just about doing the right thing, but also building appropriate relationships.	Healthy relationships are important to making sure we are safe. Not all relationships are healthy and can also change over time. Boundaries are important to set to make sure we are safe.	Diversity is a positive thing for society and allows people to thrive and understand the world better. Discrimination means to treat people differently, often in a negative way. Prejudice comes in all different forms. It means to prejudge someone, or a group of people, based on opinion and not fact.	Routines help us thrive in our personal lives, as well as in society. Establishing routines may be difficult at first. Maintaining routines is important when it comes to us getting older. Puberty is something which may impact people differently and at different times in their lives.	Social media has both positive and negative impacts on relationships. The dangers of social media are not always obvious to us. Social media can play a role in shaping our relationships, with both ourselves, and others.	Managing money is not always easy. Building routines in managing money is easier to do when you are younger. Not everyone will find the same forms of money management easy or helpful. Everyone will manage money differently.
Key Knowledge and skills	- To identify the responsibilities of a high school student. - To describe how to keep yourself and others safe. - To explain the importance of first aid and the role of young people in society today.	- To describe the features of a healthy relationship. To describe boundaries expected in relationships. - To describe common causes of conflict and how to resolve them.	- To know the protected characteristics. - To explain how prejudice, discrimination and stereotypes have an impact on community cohesion. - To recognise bullying and ways to prevent it.	- To define the term puberty - To describe the changes we may see/experience during puberty - To explain the correlation between puberty and mental, physical and social health. - To recognise the importance of healthy routines.	- To define the term social media - To describe the way we use social media in reference to different scenarios - To explain the correlation between bullying and the use of social media - To recognise the importance of healthy routines when it comes to online media.	- To identify different uses of money. - To describe the ways which money is managed and the way this can be used in the future. - To explain the importance of money management. - To evaluate which method of money management is the best.
End Point	To understand the role of young people in and outside school and the impact they can have on their communities. To also be able to demonstrate personal safety and the ability to help others.	To understand the importance of building healthy relationships and what unhealthy relationships may look like.	Society is full of diversity and multiculturalism and the benefits of these far outweigh the disadvantages. To understand that everyone plays a role in making society inclusive and to hold value to protected characteristics.	To be able to demonstrate healthy routines in day-to-day life and explain the reasons this is important. To understand that all people are different, and that puberty may impact people in various ways.	To understand the importance of building healthy relationships online as well as in person and what unhealthy relationships may look like. To be aware of the dangers with online media and technology can present to both children and adults.	To be able to demonstrate the importance of managing money and this impact that this has on the future lives of young people. To understand that knowing how to manage money now is only beneficial for their future lives.
Prior Knowledge	In Year 6, pupils will have planned for their transition from primary school to secondary school including understanding how changing impacts upon wellbeing.	Pupils in year 6 will have learnt the components of a stable and caring relationship, elements around forced marriage and are able to recognise the signs of domestic abuse.	Year 6, pupils will have learnt key facts around the equality of law in society, discuss human rights and cultural diversity. This included stereotyping and prejudice linked to racial identities. All protected characteristics are discussed as a part of this.	Pupils in Year 6 will have learnt basic knowledge and understanding of how to look after their own body including hygiene and how their body will change.	At the beginning of Year 7, students will have developed their understanding on the components of a stable and caring relationship. They will have also worked on understanding their self-worth and the importance of building healthy relationships to last. In addition to this, in Year 6, pupils will have learnt the components of a stable and caring relationship, elements around forced marriage and are able to recognise the signs of domestic abuse.	Pupils in Year 6 will have learnt what money including its basic denominations. Students will have learnt simple descriptions of money management.
Key Misconceptions	Transition from Year 6 to Year 7 is difficult and there is no support. I should just look out for myself and not others. Other people will not help me. Mental Wellbeing and Health is not a real thing. First Aid is not important. First Aid is only for doctors to know.	You can always trust your friends. If people don't like me then I am not a valuable person. People always respect you.	That being mean to someone automatically means you are a bully. Prejudice is something that only happens if you are racist/homophobic/sexist etc. Discrimination no longer happens. Society is better when everyone is the same.	Puberty is something that happens when you are in primary school.	People online are always who they are in real life. The internet is a safe space 100% of the time. What is said on the online stays online. You are safe from the dangers of technology when you become an adult.	Managing money is always easy. Budgeting is something that adults have to do. Rich people, or those who earn a lot of money, do not need to know how to manage their finances. I am at school and don't need to be aware of money.
Core Key Words	- conflict - transition - development - mental Health - mental Wellbeing - support - First Aid	- conflict - assertive - abuse - Boundaries - respect	- cohesion - identity - stereotyping - discrimination - bullying - respect - responsibility	- permission - routine - puberty	- conflict - assertive - abuse - boundaries - respect - social media - catfishing - trolling	- money - finances - borrowing - budgeting - aspirations - future - savings

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RE Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Emotional Wellbeing – Self-image and mental wellbeing	Identity and Relationships	Discrimination – How can we challenge prejudice and discrimination	Drugs and Alcohol	Online Relationships and Awareness – Digital Literacy: Media Literacy and Digital Resilience	Setting Goals – Planning for my future: The World of Work
Enquiry Question	What are the influences on body image, the media, social media and coping strategies?	How do people’s identities link with the relationships they have?	What is discrimination and how might this impact people today?	What are the issues around drug and alcohol misuse (both locally and nationally)?	Why is it important to be safe online and how do we ensure this happens?	What is goal setting and how can this help me in my future?
Key concepts	There is a difference between mental health and wellbeing and the misconceptions associated with this. The comparison of one's own physical and mental make-up, influences on this and the perception of an ability/inability to cope.	Gender identity and sexuality is fluid and is often socially constructed. Everyone will have a different experience of gender and sexuality, but consent is something that is important in all relationships and areas of life. Sexuality and Gender Identity are protected characteristics and therefore is illegal to discriminate against.	Discrimination is treating someone differently, often in a negative way, due to a part of their identity. This will be discussed in all its forms, including racism, religious discrimination, disability etc. Protected characteristics were created to prevent discrimination and prejudice in the UK, and wider world, today.	Drugs and alcohol abuse are big concerns for young people today, both locally and nationally. Students are in danger of being victims of child criminal exploitation and the signs of this will be discussed. This is one big area of focus for contextual safeguarding.	Online safety includes knowing who you are communicating with and not sharing personal data. Technology is a big part of life and keeping ourselves safe is crucial.	Goal setting helps to think about the future and choices for GCSEs and further education. Goal setting has a positive impact on our futures and allows us to work more effectively now.
Key Knowledge and skills	- To explain the difference between mental health and mental wellbeing. - To explain the issues comparing physical and mental status - To explain strategies to build resilience.	- To define the terms gender identity, sexuality and consent. - To describe the impacts of gender identity and sexuality on a person’s life. - To explain why learning about gender identity and sexuality is important. To also be able to explain the need for consent in different relationships. - Identify some examples of contraception.	- To define the terms prejudice and discrimination. - To identify the nine protected characteristics and explain why these are protected. - To describe the impacts of discrimination in different scenarios and the responses we should place on these. - To explain why learning about prejudice and discrimination is important. To also be able to explain the need for consent in different relationships.	- To explain the local and national risks pertaining to alcohol and drugs - To explain what can be done to mitigate/reduce the risk of drug and alcohol abuse. - To explain, using examples from worked cases, the danger with alcohol and drug misuse for young people and adult alike.	- To define the term social media - To describe the way which we use social media in reference to different scenarios. - To explain the importance of staying safe online in different scenarios. - To recognise the importance of having a healthy relationship with social media. - To describe and explain the dangers of talking to people you do not know online, and the risks associated with this.	- To identify different occupations and career areas available to people. - To describe the ways which learning career options now can help set goals and aspirations for both educational choices, and the future. - To explain the importance of goal setting for later life
End Point	To <u>understand</u> the difference between mental health and mental wellbeing. Describe how we can develop self-confidence and build emotional resilience, particularly around body-image/self-image.	To show an <u>understanding</u> and <u>acceptance</u> of different gender identities and sexualities and to be able to articulate the importance of consent and boundaries in different scenarios. To be able to identify some methods of contraception.	Society is full of diversity and the benefits of these far outweigh the disadvantages. To understand that everyone plays a role in making society inclusive and to hold value to protected characteristics. To understand that discrimination still happens in the UK and around the world, and what we can do to prevent this.	To develop and understanding of drugs and alcohol abuse and the impacts this has on individuals, families, and communities. To be able to identify the role of peer pressure in alcohol and drug abuse as well as the consequences of this.	To understand that social media has both benefits and disadvantages, and these lines can often be blurred. Social media allows us to connect with others around the world, but we do not always know who these people are. Social media allows us to share and receive content, but this content may be used to persuade people to engage in certain behaviours.	To be able to demonstrate the importance of goal setting and making the correct choices at GCSE and further education. To understand the impact that this has on the future lives of young people and their aspirations. To understand that knowing how to goal setting now is only beneficial for their future lives.
Prior Knowledge	Mental health and mental wellbeing are the same thing. We can diagnose mental health. Social media is a platform to share emotions.	Links back with previous learning about relationships in Year 7. This unit allows for the development of previous learning in an age-appropriate way, focusing on the areas of concern for Year 8. In Year 7, students will have studied different types of relationships, how to engage in a healthy friendship, how to set boundaries, and the issues which the emergence of technologies and social media has had on different relationships. This unit links with this, focusing heavily of the use of the internet and social media in starting, and maintaining sexual relationships.	In Year 7, students will have learnt that society is full of diversity and multiculturalism and the benefits of these far outweigh the disadvantages. They will also have developed an understanding that everyone plays a role in making society inclusive and to hold value to protected characteristics. In the previous term in Year 8, students will have studied the different gender and sexual identities, giving an insight into the levels of discrimination some people face in the UK and wider world today.	In Year 7, students will have looked at healthy routines in day-to-day life and shown their ability to be able to explain the reasons this is important. They will have shown an understanding that all people are different, and that health and wellbeing will impact people in various ways. They will understand that unhealthy living is a real danger to some members of our community and society as a whole.	At the beginning of Year 7, students will have developed their understanding on the components of a stable and caring relationship. They will have also worked on understanding their self-worth and the importance of building healthy relationships to last. Later in Year 7, students will have been introduced to the basic concepts of social media and the dangers this could pose for young people when building healthy relationships. Further to this, Gender identity and sexuality will have been discussed at the start of Year 8 as well as the importance of consent in all areas of life. This will be built upon in this unit when students will also study online consent.	In Year 7 students will have learnt to identify different uses of money and the ways which money is managed. They will also be able to describe the way money can be used in the future to aid students in their future lives. They will also have learnt to be able to explain the importance of money management and evaluate which method of money management is the best. In Year 7, student will have been able to demonstrate the importance of managing money and this impact that this has on the future lives of young people. They will also have learnt to understand that knowing how to manage money now is only beneficial for their future lives.
Key Misconceptions	Mental Health is the same as Mental Wellbeing Resilience is something we are born with. External pressures are the sole cause of mental health and wellbeing. One type of health is more important than another.	Consent is an agreement. Gender identity is the same for everyone. There is only one correct sexuality. All sexualities are accepted today. Sexuality and Gender identity are not a protected characteristic.	That being mean to someone automatically means you are a racist/misogynist/misandryist/bigot. You can be racist to a white person. (truth – you can be racially prejudice, but racism is linked to the systemic oppression of a race). Prejudice is something that only happens if you are racist/homophobic/sexist etc.	Only adults become addicted to drugs. Young people are not in danger of being groomed or exploited. Exploitation only happens to those from poorer backgrounds. You will be arrested if you drink alcohol underage.	You are always safe online. Young people are always conscious of the dangers they may face online. Everyone is who they say they are online. Social media and online technology are only a bad thing for young people today.	You must decide about what you want to do for a future career and stick to it. Changing your mind about your career is a bad thing. Young people should not be thinking about their futures until Year 11+

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	Mental health does not exist. Only some people have Mental Health.	All contraception prevents pregnancy and STIs 100% of the time.	Discrimination no longer happens, and everyone is treated equally Society is better when everyone is the same.		It is easy to ignore negative things said online.	I should pick the GCSE options based on which teacher I like the most. Goal setting is not important and does not help.
Core Key Word	• mental health • emotional wellbeing • resilience • coping mechanisms • emotional triggers	• consent • gender • sex • Sexuality • Stereotype • Contraception • Conception • Protected characteristic	• cohesion • identity • stereotyping • discrimination • bullying • respect • responsibility • Protected Characteristics	• drugs • alcohol • crime • punishment • Child Criminal Exploitation • Pressure • illegal • legal	• consent • resilience • social media • digital resilience • pressure • catfishing • trolling • gambling • hook	• pressure • career • goals • aspirations • GCSEs • Further Education • options • choices

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Health and Wellbeing

Relationships

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RE Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Healthy Lifestyle and Mental Wellbeing	Respectful Relationships	Understanding discrimination and harassment in our lives	Peer Influence, Substance Abuse and Gangs	Relationships	Community and Careers: Setting Future Goals
Enquiry Question	How does looking after ourselves physically impact our mental health and wellbeing?	What are respectful relationships and how do I establish these in my own life?	What are the different forms of discrimination and how is this reflected in the world of work?	How do different relationships play a role in alcohol and drug misuse?		What does the world of work look like?
Key concepts	Factors which negatively impact mental health include sleep, social media, diet, and relationships. 1 in 4 people experience mental health issues every year. Digital wellbeing is appropriately handling negative situations online. Positives of social media is connecting with other, keeping up to date with family and friends, sharing opinions, communicating with others. Negatives of social media is the sharing of false news, people not taking responsibility of comments online, body image, ease of sharing extremist views. Self-harm is purposely hurting yourself to deal with situations. Healthy strategies include diet, exercise, sleep, hobbies and limit the use of social media.	Families are not always what we imagine them to be. There are different types of families in the UK and around the world. These include the nuclear family, single parent family, step/reconstituted family, chosen family, foster/adopted family, extended family etc. Conflicts in families are normal. Abuse and violence are not. Relationships will change over time, and this is not always bad thing. Abuse comes in many different shapes. This can be physical, verbal, mental, financial, sexual, or online. School is here to support with any issues and concerns regarding family relationships. Everyone has the right to feel safe in all their relationships, including family relationships. Respect is placing importance on the feelings, wishes, or rights of others. Respect should be given always and not used as a tool of control.	Harassment is when someone repeatedly behaves in a way that makes you feel scared, distressed or threatened. It is illegal to treat someone differently based on their protected characteristic in the workplace. Harassment and bullying in the workplace are covered by three pieces of legislation – Equality Act 2010, Protection from Harassment 1997, Health and Safety in the workplace 1974. Examples of bullying or harassing behaviour include spreading malicious rumours, unfair treatment, picking on or regularly undermining someone, denying someone training or promotion opportunities.	Drugs and alcohol abuse are big concerns for young people today, both locally and nationally. Students are in danger of being victims of child criminal exploitation and the signs of this will be discussed. Child Criminal Exploitation is one big area of focus for contextual safeguarding. Relationships and peer pressure is one of the biggest causes of drugs and alcohol misuse when it comes to young people. People often feel scared about getting into trouble when they come forward about drugs and alcohol abuse. School is here to support those who are struggling, not to condemn.		Employers’ have rights and responsibilities they must adhere to. There are some skills for enterprise and employability that are necessary for specific jobs. Dealing with, and act upon, constructive feedback as an employee is important for progression in the workplace. Protected Characteristics are important when it comes to equal opportunities in the workplace. There are lots of different career paths which a person can choose. What you choose to do as a career might not be what you expected to enjoy.
Key Knowledge and skills	- To identify factors which impact a person’s mental health and emotional wellbeing. - To explain the way, we can promote emotional wellbeing. - to be able to describe healthy and unhealthy coping mechanisms used to cope with mental health and emotional wellbeing - To explain the way which looking after our physical health can impact a person’s mental health and emotional wellbeing. - To explain the importance of first aid and the role of young people in society today.	- To define the terms respect, family, and abuse whilst providing examples of these in context of the lessons. - To describe the impacts of healthy and respectful relationships on a person’s life. - To explain why learning about respectful and healthy relationships, with a particular focus on the family, is important for young people. To also be able to explain the need for consent in different family and non-family relationships. - Identify and describe different forms of abuse. - Explain why learning about abuse is helpful for young people today.	- To define the term harassment and discrimination in the workplace. - To explain the importance of the nine protected characteristics and describe the impact that these have on people in wider society. - To describe the impacts of discrimination in the workplace and the responses we should place on these. - To explain why learning about harassment and discrimination is important. To also be able to explain the laws protecting people in society – with a particular focus on the workplace.	- To identify the local and national risks pertaining to alcohol and drugs with links to different relationships. - To explain what can be done to mitigate/reduce the risk of drug and alcohol abuse when linked to different relationships. - To explain, using examples from worked cases such as Nicky Cruz, the dangers of peer pressure and gangs when linked with drug and alcohol abuse.		- To identify different occupations and career paths available to people. - To describe the ways which learning career options now can help set goals and aspirations for both educational choices, and the future. - To explain the why having the choice around careers and occupations is beneficial for young people and their futures. - To evaluate and compare different career paths and opportunities which are of interest to us.
End Point	To understand the teenage brain and how it makes decisions, signs of poor mental health, and ways which we can care for our physical health to support our emotional wellbeing and mental health. Students will also be able to explain the importance of First Aid in helping people in the wider community.	To show an understanding and acceptance of different family types and relationships within these and to be able to articulate the importance of healthy and respectful relationships (including boundaries within the family setting/scenarios). Students will also be able to recognise different types of abuse, as well as the signs of abusive relationships (including family).	To show an understanding of discrimination and harassment, with a particular focus of the workplace. To be able to demonstrate an awareness of the impact of harassment and explain why it is important to combat. To be able to show ways we can prevent harassment, and the correct way to handle this is this does occur.	To develop and understanding of drugs and alcohol abuse and the impacts this has on individuals, families, and communities. To be able to identify and explain the role of peer pressure in alcohol and drug abuse as well as the consequences of this.		To be able to demonstrate the importance of knowing the different career paths available and the equal opportunities for all people to be able to choose their own career. To understand the impact that this has on the future lives of young people and their aspirations. To understand that having information about careers allows young people to make informed choices and is beneficial for their future lives.
Prior Knowledge	In Year 7, students will have studied the importance of First Aid and developed an understanding of their role in helping people in the local community. We will build on this learning in Term 1 of Year 9.	This unit allows for the development of previous learning in an age-appropriate way, focusing on the areas of concern for Year 9.	During their time in Year 8, students will have learnt that discrimination is treating someone differently, often in a negative way, due to a part of their identity. This was discussed in all its forms, including racism, religious discrimination,	In Year 8, students will have learnt about drugs and alcohol abuse being big concerns for young people today, both locally and nationally. They will have also developed an awareness of young people in the local area being more at risk of	Links back with previous learning about relationships in both Y7 and Y8. This unit allows for the development of previous learning in an age-appropriate way, focusing on the areas of concern for Year 9.	In Year 7, students will have studied the importance of managing money and this impact that this has on the future lives of young people. Students will have demonstrated the understanding of knowing how to manage

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	Leading on from Year 8, students will advance their understanding of mental health. They will develop healthy strategies on how to manage the emotional wellbeing in their day-to-day life. This will build upon strategies identified in Year 8. Further to this, students will know the difference between mental health and mental wellbeing and be able to describe how we can develop self-confidence and build emotional resilience, particularly around body-image/self-image in preparation for their learning in Year 9.	In Year 7, students will have studied different types of relationships, how to engage in a healthy friendship, how to set boundaries, and the issues which the emergence of technologies and social media has had on different relationships. This unit links with this, focusing heavily of the use of the internet and social media in starting, and maintaining sexual relationships. Adding to this, in Year 8, students will have studied the importance of consent and boundaries in different scenarios. Students will also have studied the importance of online safety as well as the fact that knowing who you are communicating with, and not sharing personal data if pressured and/or asked to do so, is all part of establishing a healthy relationship with boundaries.	disability etc. They also learnt that Protected characteristics were created to prevent discrimination and prejudice in the UK, and wider world, today. Further to this, students will have developed their awareness of the diverse nature of society, as well as the benefits of these for our communities. Students will understand that everyone plays a role in making society inclusive and to hold value to protected characteristics. In addition to this, students learnt that discrimination still happens in the UK ready to apply this to workplace scenarios.	being victims of child criminal exploitation, as well as being able to recall the key signs of this. They will have learnt that Child Criminal Exploitation is one big area of focus for contextual safeguarding and developed an understanding of the impact that drugs and alcohol abuse has on individuals, families, and communities. Based on their work in Year 8, students will already be able to identify the role of peer pressure in alcohol and drug abuse as well as the consequences of this.	In Year 7, students will have studied different types of relationships, how to engage in a healthy friendship, how to set boundaries, and the issues which the emergence of technologies and social media has had on different relationships. This unit links with this, focusing heavily of the use of the internet and social media in starting, and maintaining sexual relationships. In Year 8, students have studied how to manage and maintain romantic relationships in a healthy manner, as well as initially looking at what constitutes as a healthy romantic relationship. This links with this term’s work as we take the concepts learnt in Year 8 and develop on these, with a closer link to Sexual Health. This is paramount as student’s relationship develop into.	money now is only beneficial for their future lives. Further to this, they will have learnt about the diversity and multiculturalism of society and the benefits of these far outweigh the disadvantages. This will link to the learning they will do about equal opportunities in the workplace in Year 9. Students will also show their able to understand that everyone plays a role in making society inclusive and to hold value to protected characteristics. In Year 8, students will have been able to demonstrate the importance of goal setting and making the correct choices at GCSE and further education. They will now be able to understand the impact that this has on the future lives of young people and their aspirations. Further to this, students will now understand that knowing how to goal setting now is only beneficial for their future lives. Linking with the learning about equal opportunities in Year 9, student will use their previous learning of different gender identities and sexualities to be able to articulate the importance of consent and boundaries in different scenarios.
Key Misconceptions	Mental health issues are less damaging and important than physical health issues. Mental Health is the same as Mental Wellbeing Resilience is something we are born with. External pressures are the sole cause of mental health and wellbeing. One type of health is more important than another. Mental health does not exist. Only some people have Mental Health. Our physical and mental health are not interlinked. A healthy lifestyle has no bearing on our mental health or emotional wellbeing.	All families provide security for the people within them. All families look the same. There is a correct family type. Abuse is something that only happens in romantic relationships. Peer on Peer abuse is only something which happens in school and not in families.	Harassment is acceptable. Making mean comments about someone is just ‘banter’. Not everyone should have the same opportunities. Bullying is something which only happens to young people. You should always believe everything you hear from colleagues and employers.	Only adults become addicted to drugs. Young people are not in danger of being groomed or exploited. Exploitation only happens to those from poorer backgrounds. You will be arrested if you drink alcohol underage. Your friends can always be trusted to do what is best for you.		You must decide about what you want to do for a future career and stick to it. Changing your mind about your career is a bad thing. Young people should not be thinking about their futures until Year 11+ Only certain people should get promotions. Goal setting is not important and does not help young people in the future. Working is easy and everyone is always treated fairly. All jobs follow the same pattern as school.
Core Key Words	• mental health • emotional wellbeing • resilience • coping mechanisms • emotional trigger • grief • depression • anxiety • physical health • Diet • First Aid	• Nuclear family • Parenting • conflict • abuse • reconstituted • single parent • changes • boundaries • respect • healthy	• harassment • workplace • occupation • identity • discrimination • bullying • respect • illegal • legal • Protected Characteristics	• drugs • alcohol • crime • punishment • Child Criminal Exploitation • Pressure • illegal • legal		• pressure • career • aspirations • options • Choices • equality • patterns of work

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RE Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Mental Health	Healthy Relationships	Addressing Extremism and Radicalisation	Exploring and Responding to Influence: Drugs and gangs	Relationships	Work Readiness and Career and Financial Decision Making
Enquiry Question	How might our mental health change during periods of change or transition and what are the stigmas attached around mental health?	What are the assumptions and misconceptions around different sexual relationships contexts?	What is radicalisation and why is the prevent agenda important?	How does social media impact our view of drugs and alcohol?	Why is it important to set boundaries in relationships?	How do we prepare ourselves for the world of work? How can we be financially smart for life after school?
Key concepts	1 in 4 people experience mental health issues every year. Self-harm is purposely hurting yourself to deal with situations. Healthy strategies include diet, exercise, sleep, hobbies and limit the use of social media. Grief is the feeling of sadness when loss is experienced. Loss can include the death of a loved one, the breakdown of a relationship or the absence of something that was familiar.	Sexual consent is giving permission to engage in any form of sexual activity. The age of sexual consent is 16. Contraception is method to prevent conception. Conception is the fertilisation of the cell by the sperm cell. Aids is not an STI. Sexual harassment is bullying of a sexual nature – this can be verbal or wolf whistling. Sexual assault is contact of a sexual nature without consent. Rape is non-consensual penetration. Watching pornography under the age of 18 is against the law (illegal). Pornography is not true to life or realistic and has been created for entertainment.	Radicalisation is not always obvious. Young people in our local area are at risk of being radicalised by Far-Right groups as opposed to Religious Extremists. Although online media is the main way which young people are radicalised, they are also in danger of being radicalised offline and introduced to groups through peer association. Extremist groups are in direct conflict with British Values. Extremist groups do not acknowledge or recognise the importance of some or all Protected Characteristics.	Drugs and alcohol abuse are big concerns for young people today, both locally and nationally. Students are in danger of being victims of child criminal exploitation and the signs of this will be discussed. Child Criminal Exploitation is one big area of focus for contextual safeguarding. Social media is one of the biggest causes of drugs and alcohol misuse when it comes to young people. Exploitation takes many forms but often stems from the use of social media. People often feel scared about getting into trouble when they come forward about drugs and alcohol abuse. School is here to support those who are struggling, not to condemn.	Consent is giving permission for something. Commitment is being dedicated to someone or something. Forced marriage is where one or both parties do not consent. Arranged marriage is where both parties give consent. Mutual means something in common with other people. Nuclear family is a stereotypical family – mum, dad, biological children. FGM stands for Female Genital Mutilation.	Employers’ have rights and responsibilities they must adhere to. There are some skills for enterprise and employability that are necessary for specific jobs. Dealing with, and act upon, constructive feedback as an employee is important for progression in the workplace. There are lots of different career paths which a person can choose. What you choose to do as a career might not be what you expected to enjoy. Acknowledge the different uses of money and describe the ways which money is managed and the way this can be used in the future. Money management. Is important to pretend gambling addictions etc.
Key Knowledge and skills	- To identify factors which impact a person’s mental health and emotional wellbeing. - To describe the positive ways we can promote emotional wellbeing. - To be able to explain the difference between the healthy and unhealthy coping mechanisms used to cope with mental health and emotional wellbeing. - To explain the way our mental health and emotional wellbeing may change over time and throughout different experiences (periods of change and transition).	- To describe the features of healthy sexual relationships. - To evaluate the assumptions and misconceptions around social norms with sex, gender and relationships. - To understand the opportunities and risks associated with conducting relationships online. - To know how to manage the impact of the media and pornography. - To understand the ethical, behavioural and legal implications in relation to consent, manipulation, coercion and consent and how to respond to the above accessing appropriate support. - To recognise and challenge attitudes towards victim blaming, asexuality, abstinence and celibacy.	- To identify the different features of conspiracy theories. - To describe how propaganda can shape people’s views and opinions. - To define the terms extremism and prevent. - To explain the issues around extremist opinions. - To explain the importance of the prevent agenda and individual liberty / rule of law / tolerance for all.	- To identify the local and national risks pertaining to alcohol and drugs with links to social media and exploitation - To explain what can be done to mitigate/reduce the risk of drug and alcohol abuse when linked to social media and exploitation. - To explain, using examples from worked cases (relevant and current stories in the news) the dangers of social media and gangs when linked with drug and alcohol abuse.	- To define the terms consent, forced marriage, arranged marriage and abuse whilst providing examples of these in context of the lessons. - To describe the impacts of healthy and consensual relationships on a person’s life. - Identify ways which we can set boundaries and the enforcement of these with the people we associate with. - To explain why learning about respectful and healthy relationships, with a particular focus on the family, is important for young people. - To also be able to explain why it is important to regulate our own emotions.	- To describe the different responsibilities within the workplace. - To evaluate strength and interests in relation to career development. - How to evaluate and build on the learning obtain from work experience. - To describe the ways which we can manage money once we leave school. - To explain the importance of money management and the impacts for life after school.
End Point	To understand the teenage brain and how it makes decisions. To be able to identify the signs of poor health including stress, anxiety and depression. To be able to understand how changes and transitions may impact our mental health and emotional wellbeing.	To understand and explain healthy relationships, recognising that these vary in context and concepts as well as recognising the legal ramifications of unhealthy relationships.	To understand what the prevent agenda is and its importance in maintaining a strong and fair / safe society. To be able to explain why people believe in conspiracy theories and describe how this begins to shape their lives.	To develop and understanding of drugs and alcohol abuse and the role of social media when it comes to drug and alcohol misuse. To be able to identify and explain the role of peer pressure and social media (including influencers) in alcohol and drug abuse as well as the consequences of this.	To be able to establish boundaries and enforce these in different relationships or associations. To also show an understanding of why consent is important for healthy relationships. To also be able to explain the importance of being able to control our own emotions.	To undertake an experience of a workplace environment. To be able to show an understanding of managing money and responsibilities of a young adult.

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Prior Knowledge	Students will be aware that there several factors which negatively impact mental health include sleep, social media, diet, and relationships. In Year 7, students will have studied the importance of First Aid and developed an understanding of their role in helping people in the local community. We will build on this learning in Term 1 of Year 9. Leading on from Year 8, students will advance their understanding of mental health. They will develop healthy strategies on how to manage the emotional wellbeing in their day-to-day life. This will build upon strategies identified in Year 8. Further to this, students will know the difference between mental health and mental wellbeing and be able to describe how we can develop self-confidence and build emotional resilience, particularly around body-image/self-image. In Year 9, students will have learnt that the teenage brain makes decisions in different ways and understanding this is key to noticing signs of poor mental health. In addition to this, ways which we can care for our physical health to support our emotional wellbeing and mental health will be something which students will also be able to explain the importance of.	Links back with previous learning about relationships in both Year 7, Year 8 and Year 9. This unit allows for the development of previous learning in an age-appropriate way, focusing on the areas of concern for Year 10. In Year 7, students will have studied different types of relationships, how to engage in a healthy friendship, how to set boundaries. Moving into Year 8, students studied how to manage and maintain respectful relationships through the lens of social media and technology. Then in Year 9, students had the opportunity to learnt how to manage and maintain romantic relationships in a healthy manner, as well as initially looking at what constitutes as a healthy intimate relationship. This links with this term's work as we take the concepts learnt in Year 9 and develop on these, with a closer link to Sexual Health and expectations placed on intimate relationships. This is paramount as students' relationships develop as they get older.	Students will have developed a clear understanding of protected characteristics throughout their KS3 curriculum, as well as gaining knowledge about their place and position in our multicultural society. Student will also have had the opportunity to develop and learnt about healthy relationships which are based on mutual respect and tolerance. They will understand how to deal with pressure, be it from peers or adults, and there be able to apply this to their learning of extremism and radicalisation in Year 10. Students prior learning about online and social media, as well as the benefits and disadvantages of this, will also be revisited as this is one of main ways which young people are radicalised today (as they will learn in Year 10). Therefore, students previous understanding of the dangers of social media, as well as they ways which social media are used, will come into play during this unit.	In Year 8 and Year 9, students will have learnt about drugs and alcohol abuse being big concerns for young people today, both locally and nationally. They will have also developed an awareness of young people in the local area being more at risk of being victims of Child Criminal Exploitation, as well as being able to recall the key signs of this. They will have learnt that Child Criminal Exploitation is one big area of focus for contextual safeguarding and developed an understanding of the impact that drugs and alcohol abuse has on individuals, families, and communities. Based on their work in Key Stage 3, students will already be able to identify the role of peer pressure in alcohol and drug abuse as well as the consequences of this.	This unit allows for the development of previous learning in an age-appropriate way, focusing on the areas of concern for Year 10. In Year 7, students will have studied different types of relationships, how to engage in a healthy friendship, how to set boundaries, and the issues which the emergence of technologies and social media has had on different relationships. This unit links with this, focusing heavily of the use of the internet and social media in starting, and maintaining sexual relationships. Adding to this, in Year 8, students will have studied the importance of consent and boundaries in different scenarios. Students will also have studied the importance of online safety as well as the fact that knowing who you are communicating with, and not sharing personal data if pressured and/or asked to do so, is all part of establishing a healthy relationship with boundaries. Within Year 9, students will have had the opportunity to learnt how to manage and maintain romantic relationships in a healthy manner, as well as initially looking at what constitutes as a healthy intimate relationship. This links with this term's work as we take the concepts learnt in Year 9 and develop on these, with a closer link to Sexual Health and expectations placed on intimate relationships. This is paramount as students' relationships develop as they get older. Earlier in Year 10, students have also learnt that healthy relationships and recognising that these vary in context and concepts is crucial to developing as a young adult.	In Year 7, students will have studied the importance of managing money and this impact that this has on the future lives of young people. Students will have demonstrated the understanding of knowing how to manage money now is only beneficial for their future lives. Further to this, they will have learnt about the diversity and multiculturalism of society and the benefits of these far outweigh the disadvantages. This will link to the learning they will do about equal opportunities in the workplace in Year 9. Students will also show their able to understand that everyone plays a role in making society inclusive and to hold value to protected characteristics. In Year 8, students will have been able to demonstrate the importance of goal setting and making the correct choices at GCSE and further education. Not only will students be able to understand the impact that this has on their future lives, but also understand the roles and responsibilities of the employers and employees due to their learning in Year 9. Students will also be able to use their knowledge on goal setting and put this into practice by organising their work experience placement.
Key Misconceptions	Mental health issues are less damaging and important than physical health issues. Resilience is something we are born with. internal pressures are the sole cause of mental health and wellbeing. One type of health is more important than another. Mental health does not exist. Only some people have Mental Health. A healthy lifestyle has no bearing on our mental health or emotional wellbeing.	Pornography is real life. Sexual assault and harassment are the victim's fault. The difference between conception and contraception. Aids is an STI. Consent is an agreement.	You can only be radicalised into being a Muslim terrorist. Extremism is only religious. Extremism is obvious to spot. You will always know when you are being radicalised. Only people who spend a lot of time online are victims of radicalisation and extremism. Everyone understands how to keep themselves safe online and offline.	Only adults become addicted to drugs. Young people are not in danger of being groomed or exploited. Exploitation only happens to those from poorer backgrounds. You will be arrested if you drink alcohol underage. Your friends can always be trusted to do what is best for you. Social media is 100% safe, 100% of the time.	All relationships provide security for the people within them. All relationships look the same. There is a correct family type. Abuse is something that only happens in romantic relationships. Everyone knows when they are being abusive. Peer on Peer abuse is only something which happens in school and not in families.	Work experience is not beneficial for young people to complete. Managing money is easy. Financial difficulties do not happen regularly.
Core Key Words	- mental health - emotional wellbeing - resilience - coping mechanisms - emotional trigger - grief - change - stigma - Stereotype	- consent - contraception - conception - sexually transmitted infection - gender - sex - sexuality - Stereotype - pornography	- extremism - radicalisation - conspiracy - propaganda - Far Right - prevent	- drugs - alcohol - crime - punishment - Child Criminal Exploitation - Pressure - social media - illegal - legal	- consent - boundaries - abuse - behaviour - recognise - control - recognition	- work experience - employability - online presence - money - management - resilience - Stability - gambling - advertising

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	• impact	• reality				• financial choices
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RE Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Mental Health and Wellbeing	Sex, Sexual Health and Sexuality	Tolerance and Understanding	Independence		
Enquiry Question	How can we manage the stressful times in our lives?	How can I be safe in my relationships during and after school?	What are my responsibilities in my relationships and why is this important?	How can I make sure I am healthy and why is being independent important?		
Key concepts	Being nervous or worried is normal and is often a sign of caring about a situation or scenario. Stress is also normal and can be managed using positive coping mechanisms. It is important to acknowledge stress in order to prevent it from escalating into more serious or concerning mental health problems. Planning for the future and long-term planning can help relieve stressful times. Believing in oneself and one's abilities can also help with stress management.	Personal values are important, and people should not feel forced or pressured to change these (outside of a healthy debate or discussion – context is key!) Consent is imperative in all relationship but especially romantic and/or sexual relationships. No one should feel pressured to engage in any behaviours they are not comfortable or that they disagree with. Relationships will experience challenges, and this is all part of a normal and healthy relationship. However, some behaviours are never acceptable. These include, but are not limited to, controlling, manipulative, coercive or harmful behaviours.	Different relationships have different roles and responsibilities which allow people to thrive and be safe. A person's responsibilities will change over time and learning how to adapt to this is important. In addition to this, people's relationships will change over time, and this is a normal part of life. Pregnancy is something with may impact both physical and mental health. Not all pregnancies look the same for each person and not all pregnancies are the same overall. Although pregnancy is not illegal for people under the age of 18, there are more risks associated with this. This is due to the development of the body and brain not being completed until the age of 18 (body) and 25 (brain). Marriage should be consensual and should not be forced. Young people are not allowed to be married under the age of 18. This law changed in 2023 where you had to be over the age of 18 to be married, regardless of parental consent. Forced marriages are illegal and should not happen anywhere around the world. Arrange marriage is legal as people are given the opportunity to consent for this.	It is important that people know how to make safe healthy choices. Self-examination, e.g. self-checking breasts and/or testicles, is one of the best ways to ensure you are healthy. Charities and organisations such as Coppa feel are here to help guide people on their self-examination. You can make your own GP appointments and take responsibility of your health from the age of 16. There is a correct way to use and take antibiotics. Understanding this is key to ensuring that they are effective. Some people will experience fertility and/or reproductive issues. This is more normal than people think and is not something to be ashamed of. Smoking and vaping can become addictive and hard habits to stop. Dangers of smoking and vaping include chronic lung disease, asthma, cardiovascular disease, and cancer. Cosmetic procedures are not always done for positive reasons, but equally not always done for negative reasons. Cosmetic procedures, including tattoos and piercings, can lead to infections and/or illnesses if not done in a safe environment. The cosmetic procedure markets do not always offer safe ways to undergo these, and it is important to research into the companies and/or procedures you are interested in. The laws around cosmetic procedures are: • Tattoos ○ Under the age of 18 EVEN with parental consent. • Piercings ○ Under the age of 16 EVEN with parental consent (nipples and genitals) ○ Under the age of 16 without parental consent (ears, nose, tongue etc.) ○ Must carry a license to perform these to those under the age of 16. • Other surgeries		

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				○ Aesthetic procedures on patients under the age of 18 years should be exceptional and only undertaken after a full assessment of the risks and benefits, including the health and psychosocial consequences		
Key Knowledge and skills	• To identify factors which impact a person's mental health and emotional wellbeing. • To describe the positive ways we can manage stress and anxiety. • To be able to explain the difference between the healthy and unhealthy coping mechanisms used to cope with stress and change. • To explain the way our mental health and emotional wellbeing may change over time and throughout different experiences (periods of change and transition). To understand that this is normal and that [appropriate levels of] stress is a part of adult life.	• To describe the features of healthy relationships and how to ensure personal values are kept within these. • To understand the importance of using assertive language when it comes to communication within different relationships. • To know how to manage the challenges within different relationships and the impact of potential [past or present] abuse within these. • To understand the ethical, behavioural and legal implications in relation to consent, manipulation, coercion and consent and how to respond to the above accessing appropriate support. • To recognise and challenge stereotypical attitudes towards abuse victims whilst understanding how to support yourself and/or others in a positive way.	• To describe how relationships and responsibilities may change over time. • To understand the importance of changing relationships and how this is a healthy part of life. • To be able to recognise unhealthy changes in relationships and respond to these appropriately • To understand the role of marriage and describe the differences between forced and arranged by applying them to real life situations. • To recognise and challenge stereotypical attitudes towards pregnancy and marriage.	• To identify ways which a person can be independence in looking after their health. • To be able to describe ways in which a person can be independent in looking after their health. • To be able to describe how health independence may impact a person's life positively. • To be able to explain the importance of looking after ourselves and taking independent measures to ensure we are as healthy as possible. • To be able to identify problems caused by cosmetic procedures. • To be able to explain why some people may wish to have cosmetic procedures. • To be able to evaluate the need and desire for cosmetic procedures.		
End Point	To understand the teenage brain and how it makes decisions as well as be able to identify the signs of poor health including inappropriate levels of stress, anxiety and depression. To be able to understand how changes and transitions may impact our mental health and emotional wellbeing and how to manage these effectively whilst still believing in ourselves and our abilities/skills.	To understand how personal values may be, but should not be, shaped by the relationships we have with others. To be able to recognise the impact of learning about healthy and abusive relationships and be able to respond to these appropriately in reality or personal experiences – particularly through using assertive communication	To understand how the roles within different relationships has changed and the ways that a person's responsibilities have also changed within this. To be able to explain the importance of a person's responsibilities and the impact this has on society, community, and identity.	To understand the importance of looking after our health and the reasons why it is important to be independent in the application of this. To also be able to show an appreciation of the dangers which can be posed when making and demonstrating risky behaviours, including making uninformed decisions around our appearance and general health.		
Prior Knowledge	In KS3, students will have learnt that there several factors which negatively impact mental health include sleep, social media, diet, and relationships. In Year 7, students will have studied the importance of First Aid and developed an understanding of their role in helping people in the local community. We will build on this learning in Term 1 of Year 9. Leading on from Year 8, students will advance their understanding of mental health. They will develop healthy strategies on how to manage the emotional wellbeing in their day-to-day life. This will build upon strategies identified in Year 8. Further to this, students will know the difference between mental health and mental wellbeing and be able to describe how we can develop self-confidence and build emotional resilience, particularly around body-image/self-image. In Year 9, students will have learnt that the teenage brain makes decisions in different ways and understanding this is key to noticing signs of poor mental health. In addition to this, ways which we can care for our physical health to support our emotional wellbeing and mental health will be something which students will also be able to explain the importance of.	Links back with previous learning about relationships in both Year 7, Year 8 and Year 9. This unit allows for the development of previous learning in an age-appropriate way, focusing on the areas of concern for Year 10. In Year 7, students will have studied different types of relationships, how to engage in a healthy friendship, how to set boundaries. Moving into Year 8, students studied how to manage and maintain respectful relationships through the lens of social media and technology. Then in Year 9, students had the opportunity to learnt how to manage and maintain romantic relationships in a healthy manner, as well as initially looking at what constitutes as a healthy intimate relationship. This links with this term's work as we take the concepts learnt in Year 9 and develop on these, with a closer link to Sexual Health and expectations placed on intimate relationships. This is paramount as students' relationships develop as they get older.	Links back with previous learning about relationships in Year 7, Year 8 and Year 9. Students will also have expanded on their learning about the differences in healthy and unhealthy relationships within the Year 10 scheme of work. In Term 2 of Year 11, students will have studied the how to be assertive with their own personal values in relationships, how to communicate appropriately, as reflected on their own behaviours in different relationship scenarios. This unit allows for the development of previous learning in an age-appropriate way, focusing on the areas of concern for Year 11 which are the changing of roles and responsibilities of people's relationships. In Year 7, students will have studied different types of relationships, how to engage in a healthy friendship, how to set boundaries. Moving into Year 8, students studied how to manage and maintain respectful relationships through the lens of social media and technology. Then in Year 9, students had the opportunity to learnt how to manage and maintain romantic relationships in a healthy	In Year 8 and Year 9, students will have learnt about drugs and alcohol abuse being big concerns for young people today, both locally and nationally. They will have also developed an awareness of young people in the local area being more at risk of being victims of Child Criminal Exploitation, as well as being able to recall the key signs of this. They will have learnt that Child Criminal Exploitation is one big area of focus for contextual safeguarding and developed an understanding of the impact that drugs and alcohol abuse has on individuals, families, and communities. Based on their work in Key Stage 3, students will already be able to identify the role of peer pressure in alcohol and drug abuse as well as the consequences of this. In Year 10, students will have studied the dangers of drinking alcohol and taking drugs, as well as identify the local and national risks with specific links to the pressure found on social media. They will also have learnt to explain what can be done to mitigate/reduce the risk of drug and alcohol abuse and how this will positively impact their physical health.		

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	In Year 10, students will have been able to identify factors which impact a person’s mental health and emotional wellbeing. They will have also learnt to describe the positive ways we can promote emotional wellbeing. Further to this, students will be able to explain the difference between the healthy and unhealthy coping mechanisms used to cope with mental health and emotional wellbeing.		manner, as well as initially looking at what constitutes as a healthy intimate relationship. This links with this term’s work as we take the concepts learnt in Year 9 and develop on these, with a closer link to Sexual Health and expectations placed on intimate relationships. This is paramount as students’ relationships develop as they get older.			
Key Misconceptions	Mental health is a negative thing. If you experience stress and nervousness, you are suffering from mental health problems.	All relationships are the same and do not change over time. It is easy to be assertive in relationships Being assertive means being angry and aggressive. Abuse only happens in romantic relationships and never occurs in family or friend relationships.		Vaping is a good alternative to smoking. Only a doctor knows how to initially check a person’s health (particularly when it comes to lumps etc.) You must be 18 years old to make a GP appointment. People want cosmetic procedures because they are ugly. You can get a tattoo at any age if you have parental consent.		
Core Key Words	• stress • management • coping mechanisms • healthy • self-efficacy • Belief • application	• values • assertive • communication • relationships • abuse • domestic violence • support	• marriage • pregnancy • parental responsibility • roles • responsibility • change • adapt • family types	• self-examination • Coppa feel • benefits • pressure • society • health • cancerous • General Practitioner		