

	<b>Autumn 1</b> Health & wellbeing	<b>Autumn 2</b> Relationships	<b>Summer 1</b> Relationships	<b>Spring 2</b> Health & wellbeing	<b>Spring 1</b> Living in the wider world	<b>Summer 2</b> Living in the wider world
<b>Year 9</b>	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Employability skills</b> Employability and online presence
	<ul style="list-style-type: none"> <li>•about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>•about conflict and its causes in different contexts, e.g. with family and friends</li> <li>•FGM</li> <li>•conflict resolution strategies</li> <li>•how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>•how to access support services</li> </ul>	<ul style="list-style-type: none"> <li>•about the relationship between physical and mental health</li> <li>•about balancing work, leisure, exercise and sleep</li> <li>•how to make informed healthy eating choices</li> <li>•how to manage influences on body image</li> <li>•to make independent health choices</li> <li>•to take increased responsibility for physical health, including breast and testicular self-examination</li> </ul>	<ul style="list-style-type: none"> <li>•how to distinguish between healthy and unhealthy friendships</li> <li>•how to assess risk and manage influences, including online</li> <li>•how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>•to manage risk in relation to gangs</li> <li>•about the legal and physical risks of carrying a knife</li> <li>•about positive social norms in relation to drug and alcohol use/ about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>	<ul style="list-style-type: none"> <li>•about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>•about myths and misconceptions relating to consent/ about the continuous right to withdraw consent and capacity to consent</li> <li>•about STIs, effective use of condoms and negotiating safer sex</li> <li>•about the consequences of unprotected sex, including pregnancy</li> <li>•how the portrayal of relationships in the media and pornography might affect expectations</li> <li>•how to assess and manage risks of sending, sharing or passing on sexual images</li> </ul>	<ul style="list-style-type: none"> <li>•about transferable skills, abilities and interests</li> <li>•how to demonstrate strengths</li> <li>•about different types of employment and career pathways</li> <li>•how to manage feelings relating to future employment</li> <li>•how to work towards aspirations and set meaningful, realistic goals for the future</li> <li>•about GCSE and post-16 options</li> <li>•skills for decision making</li> </ul>	<ul style="list-style-type: none"> <li>•about young people's employment rights and responsibilities</li> <li>•skills for enterprise and employability</li> <li>•how to give and act upon constructive feedback</li> <li>•how to manage their 'personal brand' online</li> <li>•habits and strategies to support progress</li> <li>•how to identify and access support for concerns relating to life online</li> </ul>