

| | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 |
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| Knowledge and skills | Developing resilience and risk management skills: <ul style="list-style-type: none"> • how to make informed choices about money management • about the risks of gambling, fraud and cybercrime, how to assess these risks and reduce vulnerability to becoming involved • how to assess and evaluate the behaviours and influence of role models • how personal values influence decisions and behaviour in all aspects of life • about the challenges and opportunities transition to adulthood brings • strategies to promote personal safety in new and independent • settings, including online | Developing communication and negotiation skills, risk management and support-seeking skills: <ul style="list-style-type: none"> • how to communicate personal values in relationships • to recognise the importance of respect, pleasure and equity in intimate relationships • ways to effectively choose, negotiate and use contraception • and maintain sexual health • about sexual health services, locally, nationally and online, and • how to use and access them • how to manage relationship changes safely and respectfully • about relationship challenges, how to manage strong emotions • and communicate effectively at such times | Developing confidence, agency and support-seeking skills: <ul style="list-style-type: none"> • how to manage influences to make healthy lifestyle choices • how and why to maintain a healthy balance between time online and other activities • how to access health services with confidence, e.g. smoking • cessation, dental and GP services • how to monitor health, e.g. through self-examination and using screening services • how to assess and manage risks associated with cosmetic and aesthetic procedures, e.g. tattooing, piercings and the use of sunbeds • about blood, organ and stem cell donation and how to make • informed decisions in relation to these | Developing empathy and compassion, clarifying values and support-seeking skills: <ul style="list-style-type: none"> • different types of relationships and families, including single parents, step parents, same sex parents, blended families, foster and adoptive parents • identify and evaluate parenting skills and assess readiness for parenthood • recognise that fertility changes over time and evaluate the implications of this • evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy • access appropriate advice and support in relation to pregnancy, including miscarriage • strategies to manage grief and loss, including bereavement. • How to access support for self or others • show compassion and empathy for others who are experiencing challenging situations | Developing confidence, self-worth, adaptability and decision making skills: <ul style="list-style-type: none"> • how to build self-worth by reflecting on and celebrating • successes and reframing setbacks or perceived failures • how to make informed decisions about different education and career pathways • about different types of employment and their contractual terms, including full-time, part-time, self-employment and zero hours • how to evaluate the financial advantages, disadvantages and • risks in relation to different models of employment • how to set realistic yet aspirational life goals |
| Links to prior learning | <ul style="list-style-type: none"> • Year 10 Autumn term 1 | <ul style="list-style-type: none"> • Year 10 Spring term 1 and Autumn term 2 | <ul style="list-style-type: none"> • Year 10 Spring term 1 | <ul style="list-style-type: none"> • Year 10 Summer term 1 | <ul style="list-style-type: none"> • Year 10 Spring term 2 and Summer term 2 |
| Assessment | <ul style="list-style-type: none"> • Definitions of key terminology • Identify healthy behaviours and sources of support • Describe, analyse and evaluate situations and helpful strategies | <ul style="list-style-type: none"> • Definitions of key terminology • Identify healthy behaviours and sources of support • Describe, analyse and evaluate situations and helpful strategies | <ul style="list-style-type: none"> • Definitions of key terminology • Identify healthy behaviours and sources of support • Describe, analyse and evaluate situations and helpful strategies | <ul style="list-style-type: none"> • Definitions of key terminology • Identify healthy behaviours and sources of support • Describe, analyse and evaluate situations and helpful strategies | <ul style="list-style-type: none"> • Definitions of key terminology • Identify healthy behaviours and sources of support • Describe, analyse and evaluate situations and helpful strategies |
| Home learning | <ul style="list-style-type: none"> • N/A | <ul style="list-style-type: none"> • N/A | <ul style="list-style-type: none"> • N/A | <ul style="list-style-type: none"> • N/A | <ul style="list-style-type: none"> • N/A |
| Cultural capital and extra-curricular opportunities <i>NB: Other extra-curricular opportunities may be provided dependent on availability</i> | <ul style="list-style-type: none"> • Assess and evaluate the behaviours and influence of role models • The challenges and opportunities transition to adulthood brings • Encourage aspirations | <ul style="list-style-type: none"> • Developing communication and • negotiation skills | <ul style="list-style-type: none"> • Developing confidence, agency and support-seeking skills • Reading a wide range of health data resources and media reports | <ul style="list-style-type: none"> • Exploring different cultural norms and values | <ul style="list-style-type: none"> • Encouraging aspirational career ambitions and routes to employment • Exploring employment types and contracts |
| Literacy | <ul style="list-style-type: none"> • Reading comprehension of a variety of texts • Oracy: Focus on how to be an active listener, group discussion and reading aloud | <ul style="list-style-type: none"> • Reading comprehension of a variety of texts • Oracy: Focus on how to be an active listener, group discussion and reading aloud | <ul style="list-style-type: none"> • Reading comprehension of a variety of texts • Oracy: Focus on how to be an active listener, group discussion and reading aloud | <ul style="list-style-type: none"> • Reading comprehension of a variety of texts • Oracy: Focus on how to be an active listener, group discussion and reading aloud | <ul style="list-style-type: none"> • Reading comprehension of a variety of texts • Oracy: Focus on how to be an active listener, group discussion and reading aloud |
| Numeracy | <ul style="list-style-type: none"> • Budget skills, analysing odds | <ul style="list-style-type: none"> • N/A | <ul style="list-style-type: none"> • Analyse percentages | <ul style="list-style-type: none"> • Budget skills, analyse percentages | <ul style="list-style-type: none"> • Calculating salary, working hours, financial budgets |
| Careers Education, Information, Advice and Guidance (CEIAG) | <ul style="list-style-type: none"> • How behaviour may influence future career options • The challenges and opportunities of different career choices | <ul style="list-style-type: none"> • Professions assertive communication skills • Explore health related careers | <ul style="list-style-type: none"> • Explore health related careers | <ul style="list-style-type: none"> • Explore health related careers | <ul style="list-style-type: none"> • Informed decisions about different education and career pathways • Evaluate different types and models of employment • |
| Spirituality | <ul style="list-style-type: none"> • Identity, self-worth, relationships, society, belonging, sense of purpose | <ul style="list-style-type: none"> • Identity, self-worth, relationships, belonging | <ul style="list-style-type: none"> • Identity, self-worth, relationships | <ul style="list-style-type: none"> • Identity, self-worth, relationships, belonging, society, culture | <ul style="list-style-type: none"> • Identity, self-worth, relationships, belonging, sense of purpose |

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| <p>How can parents/carers support the curriculum</p> | <ul style="list-style-type: none">• Encourage healthy discussion of the topics covered• Encourage budgeting skills• Monitor online activity• BBC Bitesize has a Parents toolkit website dedicated to helping parents navigate and discuss these issues https://www.bbc.co.uk/bitesize/parents• This part of the toolkit contains advice and information for online safety• https://www.bbc.co.uk/bitesize/groups/c8dp5jz9z19t• This part of the toolkit contains advice and information for careers• https://www.bbc.co.uk/bitesize/careers• The website below contains advice and information for teenage gambling• https://www.gamblingcommission.gov.uk/public-and-players/guide/page/where-can-i-get-help-for-a-young-persons-gambling• CIFAS can help with reporting financial fraud• https://www.cifas.org.uk/individuals | <ul style="list-style-type: none">• Encourage healthy discussion of the topics covered• Monitor online activity• BBC Bitesize has a Parents toolkit website dedicated to helping parents navigate and discuss these issues https://www.bbc.co.uk/bitesize/parents• This part of the toolkit contains advice and information on emotional well-being• https://www.bbc.co.uk/bitesize/groups/cw9v6l8d0q6t• The Children’s Society website contains advice and information on teenage relationships• https://www.childrenssociety.org.uk/information/young-people/advice/teenage-relationship-abuse• Brook website contains advice and information on consent and sexual health• https://www.brook.org.uk/• CEOP (Child Exploitation Online Protection) website contains advice and information on online safety and reporting• https://www.ceopeducation.co.uk/parents/ | <ul style="list-style-type: none">• Encourage healthy discussion of the topics covered• Monitor online activity• BBC Bitesize has a Parents toolkit website dedicated to helping parents navigate and discuss these issues https://www.bbc.co.uk/bitesize/parents• This part of the toolkit contains advice and information on emotional well-being• https://www.bbc.co.uk/bitesize/groups/cw9v6l8d0q6t• The NHS website contains advice and information on breast and testicular self-examination• https://www.nhs.uk/tests-and-treatments/how-to-check-your-breasts-or-chest/• https://prospectmedicalgroup.nhs.uk/Resources/easy-read-how-to-check-your-balls-testicles/• NHS Blood and transplant website contains information for young people on blood, organ and stem cell donation• https://www.nhs.uk/how-you-can-help/get-involved/educational-resources/ | <ul style="list-style-type: none">• Encourage healthy discussion of the topics covered• Monitor online activity• BBC Bitesize has a Parents toolkit website dedicated to helping parents navigate and discuss these issues https://www.bbc.co.uk/bitesize/parents• This part of the toolkit contains advice and information on emotional well-being• https://www.bbc.co.uk/bitesize/groups/cw9v6l8d0q6t• Brook website contains advice and information on consent and sexual health• https://www.brook.org.uk/• | <ul style="list-style-type: none">• Encourage healthy discussion of the topics covered• Explore different careers and routes to employment• Monitor online activity• BBC Bitesize has a Parents toolkit website dedicated to helping parents navigate and discuss these issues https://www.bbc.co.uk/bitesize/parents• This part of the toolkit contains advice and information for careers• https://www.bbc.co.uk/bitesize/careers• |
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