**SUBJECT**

**YEAR 7**

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| --- | --- | --- | --- |
| **SOW** | **Health and Wellbeing**  | **Relationships and sex education**  | **Wider World**  |
| **Knowledge** | * What is mental health?
* What is resilience?
* Feelings and how to manage them
* What impacts on our emotional wellbeing?
* Being positive
* Self esteem
* What is your identity?
* The importance of sleep
* How do I manage situations?
* Puberty
* Puberty hygiene
* Menstrual wellbeing
* Dental hygiene
* How to cope with loss
* Dangers of smoking
* Caffeine and energy drinks
* E cigarettes and vaping
 | * What is a healthy relationship?
* How to be assertive
* Gangs
* Bullying lesson
* Getting to know people
* Friendships and online relationships
* What makes a good friend?
* Why are boundaries important?
* Peer pressure
* Consent and boundaries
* Friendships off and online
* Online gaming/ grooming and addiction

How to stay safe online | * What are my aspirations?
* How do I work best with others?
* Skills for working with others
* Goal setting
* Career path
* Community and social media
* Equality act 2010
* Multiculturism

Prejudice and discrimination |
| **Skills**  | * To understand the term emotional wellbeing and to explore the ways in which we can encourage positive mental health
* To define resilience and to identify ways in which we and others are resilient and what this looks like from person to person
* Reflect on what emotions are and how these can notify us of important changes in our lives; explore ways to manage them
* Research the myriad of ways that our emotional wellbeing is impacted by external forces such as social media
* Discover ways in which we can be positive when facing difficult times
* To define what self-esteem is. Identify one’s own levels of self-esteem and then explore how we can improve this- what areas to work on
* Reflect on one’s own identity and to describe yourself to others
* Understand the importance of sleep and the benefits it brings to the human body
* Observe a range of scenarios and create an action plan to support the character in the scene. Each scene is centred around drugs and the dangers involved.
* Learn what puberty is and the changes that it brings to the teenage body and mind
* Identify ways in which we can keep clean as our body changes
* Understand menstruation and then describe all of the ways in which we can keep clean during a period
* Learn about dental hygiene and the importance of keeping our teeth clean
* To understand the concept of loss and grief and discover ways to get support
* Discover the reasons people choose to smoke and explore the damage that smoking does to the body
* Learn about a range of addictions such as: sugar, caffeine, energy drinks and the negative impacts that this ca have on the body and mind
* Discover how vapes are manufactured and the ingredients that go into each device. Explore the risks associated with vaping.
 | * Identify one’s own relationships with others and explore whether or not they are healthy/ toxic. Introduce toxic masculinity
* Define ‘assertive’ and explore the importance of having boundaries and saying ‘no’
* Introduce county lines and gang culture and to learn ways to identify this type of behaviour in others
* Identify the different types of bullying and where we ca go for support if bullying occurs
* Identify how we can learn to trust others
* Identify the differences between on and offline relationships and explore signs to watch out for
* List the ways in which we can be a good friend; understand the importance of being kind to others
* Understand and describe what a physical and metaphorical boundary is and learn why having these with others, is important
* Research the ways we can be influenced and peer pressured and define toxicity
* Define consent and why it is important to set boundaries
* Learn how to game safely and explore when it can become an issue
* Create an information pack for those that use the internet and how they can stay safe online
 | * Explore our own ambitions and how we can achieve our goals
* Identify our own skills and attributes and explore ways in which we can achieve our goals
* Create our own specific SMART goals
* To understand what makes up a community and why we need to support one another
* To understand and then describe what the Equality Act 2010 is and what it means for the country
* Identify our role in multicultural Britain and understand immigration and the reasons behind it
* To red through the British Values with a particular focus on prejudice and discrimination- how we can prevent this mindset in our culture
 |
| **Vocabulary** | Physical emotional wellbeing resilience self-awareness feelings journal self-reflection reflection improvement social media body image resilience respectful low/ high self-esteem empowerment climate activist identity heritage personality religion society equality sleep routine prescription legal illegal addiction puberty hygiene hormones vagina penis adolescence social emotional menstruation physical deodorant antiperspirant bacteria panty liners menstrual cups tampons dental hygiene dentist loss bereavement grief cycle carbon monoxide ammonia vaping fertility nicotine tar chemicals sugar taurine caffeine consumptioninsomnia cigarettes vaporiser cotton coils e juices inhalation  | Affection independence respect differences understanding diversity bullying sexual harassment abuse assertive people pleasing pressure gangs criminal behaviour county lines discharge custodial sentence bullying terrorise trust acceptance secrets lies disclosures phubbing cyber bullying respect differences consent influence toxicity peer pressure self-esteem praise essential comfortable retractable active boundaries grooming addiction online safety fake profile noob frag respawn sunk cost skin fallacy networking  | Aspirations perseverance ambition attributes skills communication specific measurable actionable realistic timebound targets career qualities future opportunities tolerance multi-cultural society values community cohesion equality anti-discrimination laws legislation government immigration emigration migration diversity ethnicity social economic political intolerance justice home office hate crime  |
| **Does the knowledge above marry up with KO? If not, what needs to be amended?** | The knowledge organisers have been designed to underpin and reinforce knowledge delivered in the SOW.  | The knowledge organisers have been designed to underpin and reinforce knowledge delivered in the SOW. | The knowledge organisers have been designed to underpin and reinforce knowledge delivered in the SOW. |
| **How does this knowledge link to/build on prior knowledge?** | Builds on core themes of Health and wellbeing delivered at KS2 with the addition of age appropriate resources/ lessons | Builds on core themes of relationships and sex education delivered at KS2 with the addition of age appropriate resources/ lessons | Builds on core themes of wider world delivered at KS2 with the addition of age appropriate resources/ lessons |
| **Is knowledge embedded consistently across the SOW?** | Knowledge is embedded consistently across all schemes of work. This is designed around a spiral curriculum that covers a range of statutory requirements and is planned to ensure that knowledge and skills are built upon as the unit progresses.  | Knowledge is embedded consistently across all schemes of work. This is designed around a spiral curriculum that covers a range of statutory requirements and is planned to ensure that knowledge and skills are built upon as the unit progresses. | Knowledge is embedded consistently across all schemes of work. This is designed around a spiral curriculum that covers a range of statutory requirements and is planned to ensure that knowledge and skills are built upon as the unit progresses. |
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| **What (if any) additional vocabulary is needed to access this SOW?** | The understanding of tier 3 vocabulary is required such as ‘fertility’, ‘resilience’ and ‘hormones’. These are introduced in each new module and teaching delivered accordingly to ensure pupil understanding.  | The understanding of tier 3 vocabulary is required such as ‘toxicity’, ‘retractable’ and ‘noob’. These are introduced in each new module and teaching delivered accordingly to ensure pupil understanding. | The understanding of tier 3 vocabulary is required such as ‘actionable’, ‘ethnicity’ and ‘ambition’. These are introduced in each new module and teaching delivered accordingly to ensure pupil understanding. |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** | Using sentence structure and punctuation to complete:DebatesRange of transactional writing LettersSpeeches  | Using sentence structure and punctuation to complete:DebatesRange of transactional writing LettersSpeeches | Using sentence structure and punctuation to complete:DebatesRange of transactional writing LettersSpeechesCV Personal statement  |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | The knowledge gained in this SOW allows students to develop key life skills that relate to health and wellbeing in terms of both statutory requirements and the contextual needs of the local area.  | The knowledge gained in this SOW allows students to develop key life skills that relate to relationships in terms of both statutory requirements and understanding of their peers/ family members.  | The knowledge gained in this SOW allows students to develop key life skills that relate to the wider world in terms of both statutory requirements and the contextual needs of the local area. This knowledge also prepares them for life after Aspire, choosing their options, applying for college and work experience.  |

**Year 8**

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| **SOW** | **Health and wellbeing**  | Relationships and sex education | Wider World  |
| **Knowledge** | * What is mental health?
* Mindfulness
* What pressures do teenagers face?
* What is body image?
* Self esteem
* Substance misuse
* Drugs and the law
* Alcohol and safety
* Impacts of drug taking
* Coming out what is it?
* Menstrual cycle
* Healthy eating
* First aid
 | * What does family mean?
* How can I contribute to family life?
* Healthy relationships
* Faith and values
* How do I feel about difference?
* Racism
* Hate crime
* What is bullying?
* Homophobia and challenging it
* LGBTQ+
* Cyber bullying/ trolling
* Grooming
* Child abuse
* County lines
* What is love?
* contraception
 | * Neurodiversity
* How do I save?
* How enterprising am I?
* What do I need to plan for?
* How do I improve my prospects?
* What are my aspirations?
* What are my strengths?
* Nature vs nurture
* Stereotypes
* What is money?
 |
| **Skills**  | * What mental health is and how we can cultivate a positive mindset
* To understand mindfulness and how we can all be mindful in our daily lives
* To explore the different pressures that young people face and devise ways in which we can manage these pressures
* To understand the term body image and to identify where we get these concepts from and how social media is impacting us
* To study a range of drugs across different classifications and to explore the issues of drug misuse
* Research the law surrounding drugs and the punishments for each classification
* To identify the ways in which alcohol can impair our judgement and therefore prevent us from keeping safe
* To explore sexuality and how we can gain support with our sexual orientation
* Identify the different stages of the menstrual cycle and study why women bleed
* To identify what food groups, constitute a healthy balanced diet.
* To identify a range of first aid methods to support with minor incidents. De fibs included.
 | * What constitutes a family and to explore the different roles that each member plays
* To explore how we can contribute to family life and the impact that this has
* To discuss what a healthy relationship is and to identify any warning signs of a toxic relationship
* To explore what having faith is and to research inspirational figures that have used their faith to survive.
* Explore the way in which we are different and how this is to be celebrated not criticised.
* To define racism and to explore the different ways in which racism occurs. Example in sports etc.
* To identify what a hate crime is and how we can prevent these from occurring; where to go for support etc.
* To research ways in which we ‘bully’ people and why this should not happen
* To identify what homophobia is and to explore the ways in which we can challenge this behaviour.
* To define LGBTQ+ how we celebrate this in our society
* To identify what cyber bullying is and look at where we can go for support
* To explore what constitutes grooming and they ways in which this occurs
* Research the different ways that abuse can take place and explore the impact of this both short and long term
* To fully understand the term ‘county lines’ and how this impacts those of us in Blackpool.
* Explore the term ‘love’ and discover all of the ways in which we can demonstrate this quality in a safe environment
* Introduce contraception- look at what it is and why it is important; make links to conception, STIs etc
 | * Research the different types of cognitive conditions that can impact a person
* To explore the world of finances and to look at ways in which we can save up money for certain things/ days
* To explore our own qualities and to put our best self forward
* Understand the options that we have available to us in the future and how we can work towards these
* Identify where we need to improve and look at ways in which we can do this both in and out of school
* Map out the positives of oneself
* To explore the idea of nature vs nature and what makes us ‘us.
* Understand the term ‘stereotypes’ and how people consciously and unconsciously do this
* To study financial education but also philosophical ideas such as money making one happy
 |
| **Vocabulary** | PTSD anxiety depression physical mental wellbeing stress mental illness schizophrenia mindfulness trait postures conscious subconscious mental chatter social media selfie body image healthy ‘likes’ body confidence editing celebrities filters followers attention comments self-esteem self-talk influencer positivity substance abuse dependence intoxication withdrawal impairment anxiety possession dealing offences penalties trafficking units spirits ethanol beer lager wine binge drinking shots oestrogen luteal follicular ovulation menstruation tampon TSS monosaturated fats polyunsaturated fats cholesterol defibrillator danger response airway breathing compressions unconscious paramedics chest compressions rescue breaths brain death  | responsibility contribute communication compromise faith ethos value ethnic cleansing genocide prejudice ignorance tolerance diversity racism discrimination equality EHRC inequality execrate loather hate crime despise detest banter bullying homophobic verbal passive assertive aggression lesbian bisexual queer questioning trans gay trolling abuse contact conduct harassment strategies exploitation grooming catfishing fake profile deception anonymous CEOP trust neglect safeguarding maltreatment intervention policy welfare county lines trap house modern slavery elders soldiers teenier drug mule ffeelings love relationships friendships jealousy religion abstinence barrier supress oestrogen progesterone copper IUS IUD contraception  |  Diverse neurodiversity neurological dyslexia ADHD autism dyspraxia budget finances enterprise personal development deadlines manage negotiate flexibility problem solve self-fulfilment material comfort pharmacist jeweller optometrist barista Maitre d’ forensics self-realisation nature nurture genes environment psychological DNA epigenetics socialisation actualisation injustice persecution bartering finances  |
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| **What (if any) additional vocabulary is needed to access this SOW?** | The understanding of tier 3 vocabulary is required such as ‘mental health’, ‘compressions’ and ‘anxiety’. These are introduced in each new module and teaching delivered accordingly to ensure pupil understanding. | The understanding of tier 3 vocabulary is required such as ‘prejudice’, ‘faith’ and ‘ethos’. These are introduced in each new module and teaching delivered accordingly to ensure pupil understanding. | The understanding of tier 3 vocabulary is required such as ‘finance’, ‘socialisation’ and ‘epigenetics’. These are introduced in each new module and teaching delivered accordingly to ensure pupil understanding. |
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**Year 9**

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| --- | --- | --- | --- |
| **SOW** | **Health and wellbeing**  | Relationships and sex education  | Wider world  |
| **Knowledge** | * Drug classification
* What is the difference between the different classes?
* What are drugs?
* What are party drugs?
* What are the dangers of cannabis?
* What is addiction?
* Hygiene
* Healthy eating
* What are some mental health conditions
* Instagram generation
* Vaping
* Dangers of alcohol
 | * How do I take care of me?
* How do I build positive relationships?
* What is a respectful relationship?
* What are parenting skills?
* What is contraception?
* What can we learn about conception?
* Is commitment important?
* How do people love one another?
* How to recognise abuse
* Murder games
* Domestic abuse
* Pornography and sexting
* What is consent?
* What are STIs?
* Online trolling
* Sexual harassment
* Youth produced sexual imagery
* Homophobia
* Honour based violence
 | * Living in Britain
* The equality acts
* Hate crimes
* Discrimination through invisibility
* Challenging discrimination
* Democracy and voting

Modern day slavery |
| **Skills**  | * The different drug classifications and the consequences of carrying/ taking these
* The dangers of taking drugs both long and short term.
* The different forms that drugs come in and warning signs to look out for.
* Understanding what cannabis is and the danger so fusing this drug
* Identify signs of addiction and where we can go for support
* How to keep clean
* Different food groups and why we should be including a range of food groups
* Exploring mental health and the different issues that can arise.
* Identify the issues with social media and the impact that this can have on people
* The short-term data on vaping and why this should be avoided
* What alcohol is and the dangers of drinking
 | * Identify ways in which we can support out own mental health and what to do/ where to go if we need further support.
* Explore ways in which we can build positive relationships and how to cut off toxic relationships
* Look at what constitutes a healthy relationship
* To explore the key parenting skills needed and explain why
* Identify a range of contraceptive methods and how they are uses. Kinaesthetic lesson. We also support this unit with Nurses coming in to demonstrate a range of methods.
* To explore the method of conception and how this arises. Understand fertilisation and pregnancy options
* Compare how a range of people demonstrate their love for one another and how this varies across cultures
* To define abuse and what the different types of abuse involve, such as physical, sexual etc.
* To collect data on the dangers of pornographic material and explore how this is impacting the teenage brain.
* Grasp what defines assault, specifically sexual assault and harassment. Study where to get support from.
* To identify the issue with sending nudes etc and the legalities on this topic.

To explore the British value tolerance and apply this to homophobia. Explore what constitutes discrimination against gay people | * Living in Britain in 2023 and explore the diversity within England.
* To research and understand what the Equality Act 2010 is and how this applies to our everyday live.
* To describe what a hate crime is and how these are punished.
* Discuss a range of invisible illnesses sand to explore how these illnesses are consciously and subconsciously discriminated against.
* To explore the ways in which we can challenge discriminatory behaviour patterns and the legalities around this
* To study the British voting system and to identify what each party stands for and how we can vote.
* To explore the crime ‘slavery’ and to look at how this is still happening today in England and across the world
 |
| **Vocabulary** | Class A, B, C Supply Possession Distribution Psychoactive Substances Medicine Act Stimulants Crystal methSpeed Amphetamines Hallucinogenic LSD MDMA Cocaine Trip Legality THC InhalantsGaming Sugar Nicotine Prescription Misuse Maintaining Carbohydrates ProteinsFibre Complex Vitamins Minerals Body Image Self-esteem Vloggers Streaming Childline Selfie E cigarette Vaping Physical Ethanol Units  | Relationships Neutral Interaction Responsibility Duty Affection Differences DiversityHarassment Abuse Skill Characteristic Co-parenting Abstinence Barrier Supress OestrogenProgesterone Copper IUS IUD Contraception Puberty Hormone Intercourse CommitmentNeglect Financial abuse Discriminatory abuse Institutional abuse Emotional abuse Psychological abuse Sexual abuse Harassment and assault Pornography Material Consent Orientation ChlamydiaGenital warts Herpes Pubic lice Gonorrhoea syphilis Dependant Penis Urethra Scrotum TesticleSperm Vulva Vagina Labia Cervix Uterus Womb Clitoris Homophobia BiphobiaTransphobia Bully Victim Sexting Dick pics Revenge porn Passive Assertive Aggressive Homophobia | Disabled neurodivergent separation diversity rule of law stoicism snobbery meritocracy equality discrimination healthcare organisation legality human resources offence threatening crime prosecution moral social tolerance invisibility representation challenging prejudice ignorance thoughtlessness indifference apathy democracy constitution voting ballot electoral commission conservatives labour green party manifesto slavery human trafficking coercion abduction illegal immigration criminal gangs  |
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| **What (if any) additional vocabulary is needed to access this SOW?** | The understanding of tier 3 vocabulary is required such as ‘inhalants’, ‘proteins’ and ‘toxicity’. These are introduced in each new module and teaching delivered accordingly to ensure pupil understanding. | The understanding of tier 3 vocabulary is required such as ‘contraception’, ‘conception’ and ‘pregnancy’. These are introduced in each new module and teaching delivered accordingly to ensure pupil understanding. | The understanding of tier 3 vocabulary is required such as ‘financial’, ‘employability’ and ‘democracy’. These are introduced in each new module and teaching delivered accordingly to ensure pupil understanding. |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** | Using sentence structure and punctuation to complete:DebatesRange of transactional writing LettersSpeeches | Using sentence structure and punctuation to complete:DebatesRange of transactional writing LettersSpeeches |  Using sentence structure and punctuation to complete:DebatesRange of transactional writing LettersSpeechesCV personal statement  |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | The knowledge gained in this SOW allows students to develop key life skills that relate to health and wellbeing in terms of both statutory requirements and the contextual needs of the local area.  | The knowledge gained in this SOW allows students to develop key life skills that relate to relationships and sex education in terms of both statutory requirements and understanding of their peers/ family members, allowing them to understand how to stay safe. | The knowledge gained in this SOW allows students to develop key life skills that relate to the wider world in terms of both statutory requirements and the contextual needs of the local area. This knowledge also prepares them for life after Aspire, choosing their options, applying for college and work experience.  |

**Year 10**

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| --- | --- | --- | --- |
| **SOW** | **Health and wellbeing**  | Relationships and sex education  | Wider world  |
| **Knowledge** | * Mental health problems
* What is positive mental health?
* Pressures and influences
* Self-harm and suicide
* Social media validation
* Phone addiction
* FGM
 | * Unhealthy relationships
* Pornography and its dangers
* Media sexualisation
* Marriage
* Forced marriage
 | * CV writing
* Consumer rights
* What is a payslip?
* Rights and responsibilities of people under 16
 |
| **Skills**  | * To explore that different types of mental health conditions to build upon empathy and tolerance
* To identify what constitutes positive mental health and to research ways in which we can cultivate this for ourselves and others
* Define what it is that influences us daily, with a particular focus on social media and the epidemic of body dysmorphia that it is creating
* Grasp what self-harm/ suicide is and study a range of avenues that we can explore to prevent us from completing these activities and instead to seek support and talk
* Explore how young people are using social media as a means to self-validate themselves and feel worthy and how we can improve self-love
* Reflect on how our mobile phone devices are negatively impacting on our lives and discuss strategies to lessen screen time
* Study FGM, what this is and what it involves and why it is a crime
 | * To understand what constitutes as rape/ sexual harassment and to identify a range of dangerous scenarios
* To understand and identify a range of pornography and how these can negatively impact our mindset.
* To give our opinion on pornography
* To research data on the impact of pornography
* To learn about how the media sexualises young people and discover the impacts on our mental health
* Debate whether or not we should be letting young people watch reality shows
* Study ‘marriage’ and what it means to different people around the world- especially focussing on a variety of religions

Discover what criminal punishment forced marriage carries from the forced marriage unit and to create awareness on what people can do to assist those in these situation | * Re visit CV writing and to ensure that each student’s CV is current and ready for work experience/ college etc
* To understand what consumer rights/ ethics etc actually mean and to introduce the world of Fairtrade and why it is that we use Fairtrade.
* Introduce ethical practice and explore which companies are using this.
* Understand what a payslip is and identify what each section represents on a payslip and why it is there.
* Give opinion on whether or not we should be paying tax and insurance in the form of a presentation
* Discover a range of laws, such as civil and criminal law etc,
* Explore what rights and responsibilities we have as a citizen
 |
| **Vocabulary** | Mental health anxiety bipolar depression eating disorder obsessive compulsive disorder personality disorder phobia schizophrenia wellbeing emotions cognitive behavioural therapy pressureInfluences dysmorphia social anxiety signposting self-harm suicide self-poisoning self-injury sensitivity Samaritans calm harm app addiction validation advertising vloggers youtubers technology blue light LED FOMO echo chambers filter bubbles FGM vulva  | Sexual assault rape genitals explicit consent abuse Referral centre revenge porn extreme porn sexting child pornography illegal sexual excitement stimulation social media influencers sexualisation ASA mental health body image marriage divorce love companionship commitment cohabitation civil partnership culture human rights forced marriage breast ironing forced marriage protection order forced marriage unit | Curriculum vitae abilities personal development reflection self-improvement self-development sustainability ethical rights responsibilities consumer CAB office of fair-trading Fairtrade BACS deductions payslip net pay gross pay national insurance salary tax NI tax code PAYE civil law criminal law rights and responsibilities moral political legal |
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**Year 11**

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| **SOW** | **Health and wellbeing**  | Relationships and sex education  | Wider world  |
| **Knowledge** | * Rights and responsibilities online
* Gangs and knife crime
* County lines
* Facing all odds- MH/ drugs/ addiction
* Breast/ cervical/ ovarian cancer
* Testicular cancer
* Exam stress and anxiety
 | * What is teenage pregnancy
* What are the challenges of parenthood?
* Abortion
* Abused by my girlfriend
* Sexual harassment- Asking for it
* Coercive behaviour
* Unhealthy relationships, sexual abuse and rape
 | * What makes you employable?
* How do I write a personal statement?
* Budgeting
* Money stresses
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| **Skills**  | * To identify how the internet has changed our lives for the greater good but also the negative impacts that it has had
* Understand more about the culture of gangs and how we can identify any warning signs for ourselves and others.
* Document places in England where county lines happen and how it impacts on young people and their families
* Identify how mental health impacts the LGBTQ+ community and observe the impacts it has on them and their families
* Understand more about cancer- how it starts, the science behind it.
* Learn how to self-examine breasts and what signs to look out for
* Grasp what a smear test looks for and how it is completed
* To learn more about testicular cancer and how to examine oneself; any signs to be mindful of
* Learn what prostate cancer is and the importance of getting it checked once you hit a certain age
* Understand why we react to certain situations- explore the fight, flight and freeze response. Acquire strategies to assist us when we face difficult or overwhelming situations
 | * Revisit pregnancy and conception and explore the signs and symptoms to look out for.
* Explore the advantages and disadvantages of being pregnant and starting a family and then explore each option available.
* Observe a set of family situations and identify what the difficulties are
* Research the current costs of items to ensure a baby is well looked after
* To understand fully what an abortion involves and how it is carried out
* Define the abortion Act and understand why it is in place and who it protects
* Explore a range of scenarios and discuss whether or not an abortion would be the ethical and morally right/ wrong thing to do
* To explore and research the impact that religion has on abortion
* To observe and witness the impacts that sexual harassment can have on someone
* Define and understand what constitutes abuse and how it is not always stereotypically men abusing women. Students observe the account of a young man that has been abused by his girlfriend.
* Introduce coercive control and to define what constitutes this behaviour
* Explore the laws that surround this behaviour and what happens if we coercively control anyone else
* Observe a range of scenarios where control is evident and identify where and when this is
* Create awareness in the form of a leaflet on this type of behaviour

To learn what constitutes sexual assault and rape and decide whether or not a set of scenarios adhere to this type of behaviour | * Identify personal attributes that makes us employable
* Explore a range of qualities that employers look for
* Revisit CV writing and improve previous CV to include predicted grades and potential improvements
* Define what a personal statement is and why including one is important
* Research top quality personal statements for a range of jobs
* Create individual personal statement and add to completed CV
* Identify and explore the financial stresses that teenagers face
* Reflect on personal spending and create ways in which we can improve our spending
* Explore avenues for those with little to no money and look at the support available
* Revisit tax and national insurance
* Introduce mortgages and rental agreements and how we can apply and what we need to be successful in our applications

Introduce pensions and their importance in our life |
| **Vocabulary** | Internet social media Tiktok youtubers Instagram Facebook WhatsApp Vlogger influencers gangs knife crime county lines shank initiation LGBTQ+ Bisexual trans MDMA opioid addiction mental health bipolar depression anxiety abuse STIs breast cancer self-examination malignant tumours cervical smear test ovarian cancer prostate cancer testicular cancer examination bladder relaxation stress calmness para-sympathetic cortisol hormones meditation yoga diet | Parenthood abortion pregnancy contraception STIS condoms pill conception sperm adoption miscarriage surrogacy artificial insemination conceive moral rights pro-life pro-choice activist foetus dick pic inbox tit pic sexual harassment violence sexual assault rape genitals explicit consent referral centre abuse physical sexual verbal bully banter coercive control manipulation narcissism egotistical self-involved empathy  | Employability attributes employee employer self-reflection curriculum vitae personal statement skills qualities university achievements applications budget spending money burden credit debt mortgage agreement in principle rental agreement pensions investment  |
| **How does this knowledge link to/build on prior knowledge?** | Builds on core themes of Health and wellbeing delivered at KS3 with the addition of age appropriate resources/ lessons | Builds on core themes of relationships and sex ed delivered at KS3 with the addition of age appropriate resources/ lessons | Builds on core themes of wider world delivered at KS3 with the addition of age appropriate resources/ lessons |
| **Is knowledge embedded consistently across the SOW?** | Knowledge is embedded consistently across all schemes of work. This is designed around a spiral curriculum that covers a range of statutory requirements and is planned to ensure that knowledge and skills are built upon as the unit progresses.  | Knowledge is embedded consistently across all schemes of work. This is designed around a spiral curriculum that covers a range of statutory requirements and is planned to ensure that knowledge and skills are built upon as the unit progresses.  | Knowledge is embedded consistently across all schemes of work. This is designed around a spiral curriculum that covers a range of statutory requirements and is planned to ensure that knowledge and skills are built upon as the unit progresses.  |
| **Is all of the vocabulary embedded throughout the SOW?** | Yes, vocabulary is embedded through the introduction of new terms and concepts that the students demonstrate their knowledge and understanding of, through their written/ spoken work.  | Yes, vocabulary is embedded through the introduction of new terms and concepts that the students demonstrate their knowledge and understanding of, through their written/ spoken work.  | Yes, vocabulary is embedded through the introduction of new terms and concepts that the students demonstrate their knowledge and understanding of, through their written/ spoken work.  |
| **What (if any) additional vocabulary is needed to access this SOW?** | The understanding of tier 3 vocabulary is required such as ‘vlogger’, ‘para sympathetic’ and ‘malignant’. These are introduced in each new module and teaching delivered accordingly to ensure pupil understanding. | The understanding of tier 3 vocabulary is required such as ‘explicit’, ‘genitals’ and ‘conceive’. These are introduced in each new module and teaching delivered accordingly to ensure pupil understanding. | The understanding of tier 3 vocabulary is required such as ‘mortgage’, ‘rental agreement’ and ‘contract’. These are introduced in each new module and teaching delivered accordingly to ensure pupil understanding. |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** |  Using sentence structure and punctuation to complete:DebatesRange of transactional writing LettersSpeeches | Using sentence structure and punctuation to complete:DebatesRange of transactional writing LettersSpeeches | Using sentence structure and punctuation to complete:DebatesRange of transactional writing LettersSpeechesCV Personal statement  |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | The knowledge gained in this SOW allows students to develop key life skills that relate to health and wellbeing in terms of both statutory requirements and the contextual needs of the local area.  | The knowledge gained in this SOW allows students to develop key life skills that relate to relationships and sex education in terms of both statutory requirements and understanding of their peers/ family members, allowing them to understand how to stay safe. | The knowledge gained in this SOW allows students to develop key life skills that relate to the wider world in terms of both statutory requirements and the contextual needs of the local area. This knowledge also prepares them for life after Aspire, choosing their options, applying for college and work experience.  |