

	Year 7	Managing Change (Theme: Life beyond School)	Puberty & Body Development (Theme: Health and Wellbeing)	Staying Safe online and offline (Theme: Staying safe online and offline) * Delivery begins in January 2021 due to remote learning	Politics, Parliament & Me (Theme: Rights, Responsibilities and British Values)	Celebrating Differences (Theme: Celebrating Diversity and Equality)	Friendships, Respect & Relationships (Theme: Relationships and Sex Education)
	<b>Purpose:</b>	<b>This theme will support students to prepare for the changes that are ahead of them, both academically, as we welcome them into year 7, and personally.</b>	<b>This theme will support students to prepare for some of the physical and emotional changes that will begin to occur during puberty.</b>	<b>This theme will support students to recognise the importance of staying safe digitally as well as staying safe offline.</b>	<b>This theme will support students to gain an understanding into the UK Parliament, Politics across Britain and support them in becoming knowledgeable, active citizens.</b>	<b>This theme will support students to have an appreciation of the multicultural society they live in. It will encourage students to consider their identity as well as understand challenges that individual face as a result of prejudice and discrimination</b>	<b>This theme will promote the importance of positive friendships, respect and relationships to support students in their development as individuals</b>
<b>Knowledge</b>	<b>Empowerment &amp; Emotional Maturity</b>	Welcoming students to secondary school will enable students to learn what is needed to take care of themselves during different transition periods and events that will occur in their life, including their recent move to LECA. During this students will be demonstrating their resilience in becoming a secondary school student by developing new friendships and support networks.	Building on empowerment, students will continue to learn about themselves, asking questions and challenging perceptions. This theme will allow students the opportunity to learn about puberty, the physical, social and emotional changes. Students will be encouraged to take care of themselves by learning about oral health and personal hygiene. Emotional Maturity will be further developed here, with students linking puberty to transitions in their lives.	Students will learn about the risks to their safety, online and offline such as online gaming, grooming and county lines. Students will learn how to protect themselves from these risks and in turn promote students in being empowered to seek support and report any concerns they may have.	Students will discuss their role as a young person, as a student as and a citizen. They will learn about British Values and how they can embed them and how they can be used to promote independence (Democracy for example). Learning about becoming an active citizen will allow students to investigate how they can be empowered to make a change in the world	Students will investigate the importance of being independent, adaptable and resilient. They will learn about the impact of stereotypes, prejudice and discrimination. Students will also learn how it is important to celebrate who they are and to take care of themselves.	Students will learn how to become empowered in managing their friendships and relationships and analyse the impact this will have on them in future relationships as they mature and enter adulthood. Students will also learn about the importance of taking care of themselves.
	<b>Personal Identity and Responsibilities (personal and legal)</b>	Students will begin to explore what the term 'identity means' and will learn about what makes them unique and what they have in common with other young people their age. Students will begin to explore what personal responsibilities they are going to have during their time at LECA, considering the importance of school, exams and beyond	Students will be learning about body development which will support them in understanding their personal identity and gain support in becoming responsible for their behaviours and actions during puberty. Students will discover how important it is to be supportive of peers and have an understanding of how puberty impacts people differently.	Students will discuss the benefits and risk of online gaming and social media. And consider what responsibilities they have in keeping themselves safe. By doing this students will analyse how personal safety can seek to reduce criminal activity such as 'fake accounts and grooming'.	Students will investigate their role within LECA, considering student voice, house system and the behaviour system. Students will critically think about their morals and values and how they are going to be responsible for voting in the near future.	Students will explore their identities and investigate what 'identity' means to them. Students will investigate the role of The Equality Act 2010 and consider their morals and values when it comes to diversity and equality. This will promote students to challenge their perceptions and discuss how they can promote inclusivity and the potential impact this could have.	Students will be learning about the idea of "Being positive" and how it supports their development as a young person and how it can help shape them in their adult years. Students will also be learning about "what does it mean to e a man in 2021?"
	<b>Global Citizen and Contributing to the world</b>	Students will learn about the importance of sleep and relaxation and the impact of sleeping patterns. This will be the first step at LECA, for year 7 to understand global challenges that Young People face. They will begin to explore how they can contribute to the world by taking care of themselves and their peers.	Students will learn about puberty and be introduced to The Equality Act 2010 (9 Protected Characteristics). This will support students in learning how they are protected by the Law during all stages in their life. As part of this students will learn about FGM and be encouraged to advocate for change, criminalising FGM globally.	Discussing how the world of technology is changing, students will learn about Laws such as GDPR and explore safeguarding responsibilities. Students will analyse how keeping themselves safe has the potential to improve the communities that they live in.	Students will investigate UK government and political parties as well as having the opportunity to create their own political party. This will enable students to learn about their role within society and develop their knowledge of how to become an active citizen. In turn students will discuss current campaigns and consider the impact of being involved in these.	Students will discuss a range of questions which will seek to support them in being able to be advocates for diversity, within their school community and beyond. Students will investigate a range of historical and current campaigns which seek to promote equality	Students will be learning about the importance and legal definitions of Consent and Boundaries. This will encourage students to investigate the potential they have to advocate for individuals in unhealthy friendships/relationships. Students will also investigate mental health within males.
	<b>INSPIRED</b>	Students will be exposed to INSPIRED and what it means at LECA. Throughout their learning journey students will demonstrate being INSPIRED. For this theme, students will focus on diversity and being progress driven.	Students will champion Diversity in this unit by learning how physical, social and emotional changes can impact a young person during puberty. Discussions around LGBTQ+ will facilitate students in understanding how they can be INSPIRED in championing diversity at LECA and beyond.	Analysing the risks posed to Young People, including themselves students will learn how being INSPIRED can support them in being successful in the future. They will be progress driven in keeping themselves safe and be innovative in adapting to new challenges that may arise.	Students will be progress driven when considering how politics and parliament have the power to impact their future. Moreover, they will be enthusiastic when learning about how they can be INSPIRED and make a change to their own lives. They will develop being independent and developing their own opinions whilst being respectful to their peers.	Students will champion diversity, be respectful and enthusiastic to make a positive change within themselves and their communities. Students will learn the benefits globally by being a positive and INSPIRED citizen.	Students will learn how to question themselves on what it means to have INSPIRED qualities within friendships and how this links to being respectful and feeling safe.
	<b>Life Skills</b>	Students will be introduced to Life Skills and how PSHE will support them in developing their life skills. Students will demonstrate their abilities of the various life skills including public speaking, being organised and staying positive.	Students will continue to develop their life skills, with the focus being on public speaking - students will learn how their voice can advocate for young people without a voice. Students will also learn how to be effective team members by being respectful and being effective when working in teams.	Students will continue to embark on developing their life skills, learning the importance of being able to problem solve, be innovative and make positive decisions.	Students will continue learning and embedding life skills, with an emphasis on leadership, decision making and problem solving..	Public speaking will enable students to analyse and debate the importance of celebrating diversity and inclusion. This will allow students to investigate the importance of teamwork.	Students will develop core life skills such as being innovative, being positive and being resilient. By doing this students will learn key skills in taking care of themselves within a friendship/relationship
<b>Assessment</b>	<b>(The question) Who am I and where do my views sit?</b>	Students will be given a scenario or questions and will be asked to consider their journey within PSHE and how they can apply their knowledge outside of school and into the future. (Aspect of Star Analysis)	Puberty magazine article	Students will be given a scenario or questions and will be asked to consider their journey within PSHE and how they can apply their knowledge outside of school and into the future. (Aspect of Star Analysis)	Students will be given a scenario or questions and will be asked to consider their journey within PSHE and how they can apply their knowledge outside of school and into the future. (Aspect of Star Analysis)	Students will be given a scenario or questions and will be asked to consider their journey within PSHE and how they can apply their knowledge outside of school and into the future. (Aspect of Star Analysis)	Students will be given a scenario or questions and will be asked to consider their journey within PSHE and how they can apply their knowledge outside of school and into the future. (Aspect of Star Analysis)
	<b>Learning Demonstrations</b>	Reflection and creativity task (Infographic task) & Confidence checker	Written assessment - blog post & Confidence Checker	Online poster & Confidence Checker (remote assessment)	Persuasive speech & Confidence Checker	Group work task: Creating a magazine article on diversity and equality	Poem - This is me.
	<b>(Quizzing) Life Skills</b>	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"
<b>Cultural Capital</b>	<b>Ever changing world</b>	Students will be exposed to real life issues, case studies and have their knowledge of the world broadened. This means that students will have the opportunity to develop an understanding of the moral, social and cultural issues that exist in the world. References to the local area, as well as national and international issues will be covered	Students will be given the opportunity to discuss identity (gender and sexual orientation). This will be delivered by using a diverse range of resources and materials.	Students will be exposed to education and risks around online gaming (such as Fortnite) as well as issues such as gangs and county lines. Links will be made to local and national issues.	Students will be opened up to the world of politics, laws and political parties. They will discover some of the key issues facing the world. This will be delivered by using relevant and current news articles.	Students will be exposed to real life issues, case studies and have their knowledge of diversity expanded. They will study stereotypes, prejudice and discrimination - looking at the impact it has on society today	Friendships can be ever changing and students will study the importance of friendships as well as the boundaries required to make them successful. Being a man in 2021 will cover key issues of emotional wellbeing and the importance of everyone being able to express themselves.
	<b>Self awareness</b>	Students will have the opportunity to consider their own sense of wellbeing, their futures and support networks available to them.	Students will gain awareness of puberty and what changes they will personally go through, as well as the changes that their peers will go through	Students will have the opportunity to delve into personal identity and privacy settings online. Developing an awareness of how to stay safe online and offline Being aware of 'fake profiles'	Students will develop and awareness of what is important to them, developing their speaking skills and being mindful of what local, national and international issues there currently are.	Students will be given the opportunity to consider their own identity as well as developing empathy skills for those around them.	Growth mindset and positive wellbeing will be the focus
	<b>Careers</b>	Students will be able to consider future pathways, including leaving school, further/ higher education and career opportunities.	Links to health and wellbeing careers will be made (School Nurse, Health Clinics, Wellbeing/ Counselling roles) Students will forge links to physical and emotional changes that entail puberty and beyond. This will allow them to be mindful and respectful of their peers, now and in the future.	Students will consider how online gaming and technology could lead to future careers within cyber security and roles yet unknown. They will also consider the negative impact that cyberbullying can have on mental health, which at times, results in being unable to work.	Careers within politics and transferable skills such as public speaking and debating. COVID-19 Dependent - guest speaker	Students will be exposed to staff that support young people in their journey to adulthood - Young People's Worker, Kite Trust. This will result in an awareness of job roles. Students will also be developing interpersonal skills required for working life.	Students will be opened to the importance of boundaries and self respect - key within the field of work.
	<b>Challenging Perceptions</b>	Students will begin to consider how they are part of a community and the impact it has on themselves and their local community. Students will be encouraged to challenge their perceptions through the use of "just a thought slides" and classroom discussions and debates	Students will be encouraged to challenge their perceptions through the use of "just a thought slides" and classroom discussions and debates	Students will be exploring those most likely to be 'groomed' and then challenge the stereotypes often portrayed in the media. Students will be encouraged to challenge their perceptions through the use of "just a thought slides" and classroom discussions and debates	Students will break down the stereotypes of politics and parliament and be exposed to real life issues and be encouraged to find solutions to these.	Challenging perceptions on stereotypes, prejudice and discrimination (including islamophobia)	Students will challenge the perceptions of mental health, especially within males. They will also consider the issues of consent and boundaries in all forms of relationships
	<b>Oracy</b>	Students will begin to develop confidence in using specific terminology in PSHE (this is their first unit). Students will focus on embedding a range of specific vocabulary throughout their written work and oral discussions. In addition to this a range of debates and discussions will be embedded.	Students will focus on embedding a range of specific vocabulary throughout their written work and oral discussions. In addition to this a range of debates and discussions will be embedded.	Legal terminology will be introduced and students will become familiar with this and be able to apply this to their classroom discussions as well as within their written work. Students will focus on embedding a range of specific vocabulary throughout their written work and oral discussions. In addition to this a range of debates and discussions will be embedded.	Students will begin to develop their political oracy skills which will be required when creating a political party and developing their manifesto.	Developing their oracy skills, students will be able to participate in debates and classroom discussions. Students will also be researching case studies to support with this.	Students will focus on embedding a range of specific vocabulary throughout their written work and oral discussions. In addition to this a range of debates and discussions will be embedded.
	<b>Practitioner Exposure</b>	Cambridgeshire Constabulary	World Health Organisation, UK government	ICT lessons (online safety), CEOP	MP's, Prime Minister, local party leaders (guest speaker - COVID-19?)	Case studies, Research (current and previous studies), BLM - Guest speaker (COVID-19?)	Case studies, K.S - Young People's Worker
	<b>Repertoire</b>	Amaze.org, Kooth, Headspace, Young Minds	FGM - The laws around the world, Brook, Amaze.org	CEOP, Laws, GDPR 2018	Laws, Office National Statistics, Local news reports/ case studies	Laws, charities	Young Minds, Kooth

Year 8	LGBTQ+ Explored (Theme: Celebrating Diversity and Equality)	Law Crime and Society (Theme: Rights, Responsibilities and British Values)	Dangerous Society online & offline (Theme: Online and Offline safety) * Delivery begins in January 2021 due to remote learning	Physical Health & Mental Wellbeing (Theme: Health and Wellbeing)	Identity, Relationships & Sex Education (Theme: Relationships and Sex Education)	Proud to be me! (Theme: Life beyond School)	
<b>Aim</b>	This theme seeks to provide students with an holistic knowledge base of LGBTQ+. This includes personal identity as well as having an awareness of those identifying as LGBTQ+.	This theme will educate students on the systems used in the UK in regards to Law, Crime and Society. Students will form an awareness of how to participate positively within society.	This theme delivers students with the required understanding of the dangers posed to individuals within society, both online and offline. In turn, students will be educated on how to stay safe from such risks.	This theme demonstrates crucial elements to support students in being aware of health and wellbeing from a holistic perspective.	This theme introduces students to relationship and sex education. Students will ascertain a clear understanding of key areas which in turn will promote them to be confident young people, in charge of their lives	This theme will be thought provoking, enabling students to consider their future. Students will explore what it takes to feel proud, be confident and ready for their future	
<b>Knowledge</b>	<b>Empowerment &amp; Emotional Maturity</b>	Students will be learning about homophobia, biphobia and transphobia as well as learning how to educate people on LGBTQ+ issues. This is an opportunity for students to develop their identity and emotional maturity, such as having empathy for other people.	Students will learn about the impact of education on society- benefits and expenses. In turn students will develop an awareness of how they can empower themselves to make positive contributions to society and build on their emotional maturity skills through discussions and debates.	Students will learn about the economic effect of county lines, missed education and the long term impact. During this topic, students will consider criminal responsibility as well as identity and discover ways to empower themselves and those around them to avoid illegal activities.	Students will be learning about how physical and mental health can be linked to school work and stress management. They will be empowered to consider the changes to their bodies and how to support their wellbeing.	Students will gain emotional maturity when discussing sensitive topics as well as be able to empower themselves to be surrounded in positive and healthy relationships. Students will analyse how they can keep themselves safe and protected.	
	<b>Personal Identity and Responsibilities (personal and legal)</b>	Students will consider personal safety and the mental health impact of Transphobia, Homophobia and Biphobia. Students will develop a sense of responsibility in relation to inclusivity within LECA and beyond.	Students will discover the impact of being a young offender as well as learn how to build a safe community, with the requirements of having Prisons, reform and punishment. Links to the previous unit (hate crime) will allow students to develop their awareness of legal responsibilities.	Students will consider the safety issues involved in County Lines and Child Sexual Exploitation. They will analyse the causes of this and how such issues could be preventable. Students will consider their personal safety and develop strategies in empowering themselves and others to stay safe.	Students will develop their knowledge of abuse and bullying and learn about the negative impact they can have on an individual. In turn students will be exploring their identity and how to take responsibility of looking after themselves as well as being respectful to those around them.	Students will learn, in more detail, what healthy relationships are and how to deal with conflict. This will allow students to discuss how the law protects them and also how they will develop their identity during their teenage years.	
	<b>Global Citizen and Contributing to the world</b>	Students will gain knowledge of what LGBTQ+ is as well as understanding healthy relationships and the importance of being an ally, being an ally. As such students will learn about how they can contribute to making LECA and the wider community a more welcoming and safe environment for members of the LGBTQ+ community.	Students will develop their team working skills to learn how to build a community, decision making (democracy). Debates and negotiation will be fundamental skills that are developed, supporting students to feel like they are able to contribute and make a difference within their community.	Students will be exposed to what the term 'Grooming' means and the process of grooming as well as the individual and social impact. In turn, they will discuss how these issues can be local, national or international. Students will demonstrate how, by keeping themselves safe, they can contribute to making their communities safer places.	Students will learn about indicators of a healthy friendship and consider what makes them a good friend. This will build on the legal responsibilities on friendships and link to cyberbullying. Students will discuss how healthy relationships can contribute to their wellbeing.	Students will be asked the question 'What is love?' and how does it represent itself in healthy relationships. This will support students in understanding how they can contribute towards a healthy relationship (with peers, partners and family members). Links to the first topic will be made here, promote inclusivity.	Students will be learning and practicing their team work skills within school and consider how these are transferable to their future careers. This will allow for discussions on how they will contribute to the world, becoming a global citizen. Students will be given the opportunity to analyse how their potential career path will play a role within global development.
	<b>INSPIRED</b>	Students will become reflective thinkers whilst learning about self identity. They will champion diversity and work to creating a respectful classroom environment.	Students will learn about the age of criminal responsibility as well as their role within society. As such this will promote students being determined in Never giving up and promoting their views in Championing diversity. They will develop being independent, with the confidence to embed British Values (Democracy for example)	Students will learn about Substance misuse and addictions. This will be linked to their own development and the impact of their community. Students will be Solution Focused when developing ideas about staying safe as well as being respectful and gaining and insight into addiction and its cause.	Students will learn about wellbeing, emotions, body image, balanced diet, stress management and how these can support their physical and mental health. Students will consider innovative methods of taking care of themselves as well as practice being respectful to themselves.	Students will be exposed to a range of RSE specific elements such as sexual orientations, contraception, gender identity, periods and the menstrual cycle. Students will learn about themselves and how to keep themselves safe. They will champion diversity when discussing the different types of relationship.	Students will be learning about self esteem and the impact the media has within this. This will bring together the other units and students will analyse how they are growing their INSPIRED mindset.
	<b>Life Skills</b>	Becoming active citizens, students will learn about hate crime and LGBTQ+ Charities. Students will also be able to plan a "Pride" event at LECA. They will be given time to analyse changes within the Law and consider how life skills would have contributed towards this (Team work, Public Speaking)	Students will learn key Laws such as The Equality Act 2010 as well as study law making and law reforms. Students will demonstrate their ability to be innovative and solve problems that they may face.	Students will learn about the emotional impact of cyberbullying and social media as well as discover support networks for online issues. This will enable students to develop key life skills such as problem solving.	During this unit students will learn about the various support networks available to them and be regularly signposted towards them during lessons. These life skills will support them in working in teams and encourage them to be empowering in problem solving.	Students will gain understanding into the Laws that they are protected by as Young People. This will allow students to demonstrate how their life skills will contribute towards them staying safe and being surrounded by positive relationships.	Students will learn about the current Labour Market, including local and national demographics. These will link into life skills such as team work, public speaking, problem solving and being innovative.
<b>Assessment</b>	<b>(The question) Who am I and where do my views sit?</b>	Students will be given a scenario and or questions and will be asked to consider their journey within PSHE and how they can apply their knowledge outside of school and into the future. (Aspect of Star Analysis)	Students will be given a scenario and or questions and will be asked to consider their journey within PSHE and how they can apply their knowledge outside of school and into the future. (Aspect of Star Analysis)	Students will be given a scenario and or questions and will be asked to consider their journey within PSHE and how they can apply their knowledge outside of school and into the future. (Aspect of Star Analysis)	Students will be given a scenario and or questions and will be asked to consider their journey within PSHE and how they can apply their knowledge outside of school and into the future. (Aspect of Star Analysis)	Students will be given a scenario and or questions and will be asked to consider their journey within PSHE and how they can apply their knowledge outside of school and into the future. (Aspect of Star Analysis)	
	<b>Learning Demonstration</b>	Planning a Pride event task and Confidence checker	Create a prison system which is inclusive and based on rehabilitation	Blog post and confidence checker	Create a mindfulness pack providing information on Physical Health and Wellbeing and the support available. (students will need to register for a free account)	Reflective writing piece	
	<b>(Quizzing) Life Skills</b>	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"
<b>Cultural Capital</b>	<b>Ever changing world</b>	Students will be exposed to the work of Stonewall and the rights of LGBTQ+ people around the world. Students will learn which countries have recently changed their laws through a role play activity. Students will also cover the history of LGBTQ+ rights in the UK	Students will explore the ever changing world, with migration being a topic of conversation as well as how to build a community and develop community cohesion, with a diverse population.	Students will be provided with the skills to keep themselves safe in our ever changing world. They will gain an insight into the importance of privacy settings online and also how to avoid being exploited.	Students will spend time considering the pressures on young people and the impact that COVID-19 has/hasn't had on physical and mental health.	Students will be taught about contraception and the methods available to young people. They will also consider the role that relationships have on young people now, and as they enter adulthood.	
	<b>Self awareness</b>	Students will consider their role within society - how are they inclusive? What are their views? They will also be given the opportunity to explore their identity - heterosexual, an ally, or a member of the LGBTQ+ community.	Students will understand their role within society and how it can have a positive/ damaging impact. Students will be empowered to build their own community, being given a diverse range of individuals to work with.	Students will develop their knowledge of the risks within society and be equipped with the tools to keep themselves safe.	Students will be open to discovering support networks and activities that promote a positive sense of holistic wellbeing	Students will consider what a healthy relationship looks like as well as be given time to consider their identity.	
	<b>Careers</b>	Students will be open to a range of charities, job roles and have the opportunity to research events planning. Activists will also be covered and whilst this is not a paid job - the role of being an advocate will be discussed. Students will learn about LGBTQ+ inclusion in the work place (Stonewall)	Students will spend time discovering what is meant by the term 'Community Cohesion' and roles within the Law and government will be discussed.	The role of cyber security careers and future creation of jobs will be discussed. Also, social media and how individuals are portrayed will be linked to careers and job interviews.	Students will focus on stress management and how the world of work can contribute to stress. Students will also explore job roles that aim at supporting our holistic health.	Careers will be implemented here by looking at organisations that support young people within RSE.	
	<b>Challenging Perceptions</b>	Discover what is meant by LGBTQ+ and learn about the impacts of Transphobia, Biphobia and Homophobia.	Students will discover what can make a community successful, including a diverse range of individuals (protected characteristics)	Students will discover the impact on the perpetrator and victim of cyber bullying. Students will be encouraged to challenge their perceptions through the use of "just a thought slides" and classroom discussions and debates	Students will be encouraged to challenge their perceptions of what it means to have physical and mental wellbeing and be encouraged to seek support if required	Students will be encouraged to challenge their perceptions through the use of "just a thought slides" and classroom discussions and debates	
	<b>Oracy</b>	Specific vocabulary - using this with confidence and eloquence. Developing discussion and debating techniques. Embedding this terminology into classroom discussions	Specific vocabulary - using this with confidence and eloquence. Developing discussion and debating techniques	Specific vocabulary - using this with confidence and eloquence. Developing discussion and debating techniques	Students will begin to use physical and mental wellbeing terminology within their work and during discussions. Specific vocabulary - using this with confidence and eloquence. Developing discussion and debating techniques	Students will discover correct terminology used within RSE and be expected to embed this into their class work and within discussions.	
	<b>Practitioner Exposure</b>	Stonewall, Mermaids, K.S - Young People's Worker, case studies, The Equality Act 2010	Youth Offending Teams, Age of criminal responsibility, case studies PMNW	National Online Safety, TV programme clips - Hollyoaks. PMNW	K.S - Young People's worker, Dove - Confident Me, Mind	TBC - depending on Covid. Also, K.S - Young People's Worker, J.A - Pastoral Admin (background in nursing)	
	<b>Repertoire</b>	The Kite Trust, Stonewall	Addaction, Frank, St Giles Trust	NOS, CEOP, Police authorities, Laws and policies, FRANK	Amaze.org, Kooth	Kooth, Amaze.org, Brook	

Year 9	Combating Extremism & Terrorism (Theme: Rights, Responsibilities and British Values)	Sex, The Law & Consent (Theme: Relationships and Sex Education)	Legal & Illegal Drugs (Theme: Staying safe online and offline) * Delivery begins in January 2021 due to remote learning	Contraception & STI's (Theme: Relationship and Sex Education)	Essential Life Skills (Theme: Life beyond School)	Body Confidence (Theme: Health and Wellbeing)	
<b>Aim</b>	This theme establishes a knowledge base for students on combating extremism and terrorism. Students will explore what terrorism is and how radicalisation occurs.	This theme educates students on key features of sexual relationships and encounters as well as consent and the Law	This theme delivers students with the required understanding of legal and illegal drugs and their impact.	This theme enables students to explore, in more depth the range of contraception and STI's. Further to this students will develop an awareness of sexual harassment and stalking	This theme will provide students with key life skills that will promote their resilience as well as giving them the opportunity to consider and plan their futures	This theme is vital in promoting a sense of body confidence and increased self-esteem for students	
<b>Knowledge</b>	<b>Empowerment &amp; Emotional Maturity</b>	Students are learning about the Economic impact of Terrorism. With the knowledge gained students will gain skills and have the opportunity to feel empowered to promote British Values and share/report any concerns they have linked to extremism	Students will be learning about education and your future self (positive impact of delaying sexual activity). This will empower students to develop their own sense of boundaries as well as developing their emotional maturity when discussing sensitive topics.	Students will discuss the legal and personal impact of drugs and gain skills to feel empowered to not take illegal drugs. Students will gain an insight into the long term impact of addiction which will promote them to take care of their wellbeing.	Students will consider the physical and emotional impact of teenage pregnancy, take care of themselves and learning how to become independent, adaptable and resilient, with a focus on positive wellbeing.	Students will learn about going from failure to success. This will empower students to develop knowledge around personal growth. Students will also develop an awareness of financial management, saving and managing money. Students will then analyse the importance of these as they mature and become young adults.	Students will learn about Body image, lifestyles, emotions and feelings, Cancer prevention, illness, Grief and loss. With these topics students will develop their emotion maturity, developing strategies to support them as well as critically assessing how they can become resilient individuals with a growth mindset.
	<b>Personal Identity and Responsibilities (personal and legal)</b>	Students to consider their personal safety and the realisation of radicalisation. As such they will analyse the legal system and how it responds to terrorist incidents and those involved in acts of terrorism. Students will debate the idea that an individual can be 'de-radicalised'.	Students will analyse the impact of FGM, The Law (Legislations) and develop their own moral base, analysing culture over law. Students will understand how they can be empowered, as an individual to stand against such activities. Students will also learn about pleasure and masturbation. This will seek to promoting them to consider their identity as well as the benefits of delaying sexual activity with a partner.	Students will learn about Drugs, substance misuse and addictions. Students will therefore discuss how they can keep themselves safe and how the law can protect them. Students will analyse how an individual can become addicted to a substance and the factors that may be involved.	Students will learn about personal safety, health and wellbeing whilst identifying STI's and the range of contraception available. Students will also learn about sexual harassment and stalking. This will allow students to discuss their moral values as well as identify the legal boundaries of contraception. Students will challenge perceptions on HIV and AIDS and describe the prejudice and discrimination individuals face.	Students will learn about life skills that will support them to contribute to society. Students will learn skills that will enable them to take responsibility for themselves and others. As such, students will participate in practical lessons and learn First Aid skills. Students will have the opportunity to also challenge their perceptions of the labour market and post 16 options. Furthermore students will consider a range of emotions and link this to their identity.	Students will learn about how to stay safe and what to do about Bullying (victim, bystander or perpetrator). As such they will challenge their perceptions on bullying and demonstrate an awareness of the long term impact of bullying.
	<b>Global Citizen and Contributing to the world</b>	Students will develop an awareness of grooming and radicalisation, the signs and professionals who to report any concerns, this will be delivered by students analysing this as a global and modern issue impacting the world. Students will be given time to consider how they can contribute to reducing extremism and terrorism.	Students will be exposed to campaigns and be opened up to the challenges that individuals face on a global scale. This will include FGM, consent and permission. They will consider how their own values and actions can contribute to changes in the Law and also in keeping themselves and others around them safe.	Exposing students to how illegal drugs can impact and individual, their social network and community, students will consider how peer pressure can lead to illegal activities. Students will be analysing how such actions can influence their life and those around them. Students will explore drug education in more detail by understanding the different drug classifications in the UK	Students will understand the term healthy relationships and demonstrate their knowledge of what can determine a positive relationship. This will promote students in discussing how their thoughts and actions have the potential to make a difference within their lives and those they are in relationships with. In addition to this students will form an opinion on the recent HIV testing campaign "It starts with me"	Students will explore the term employment and understand the different routes in to being employed/self employed. Students will analyse how they will one day contribute to the world through their job/ career.	Continuing to develop Self esteem and dealing with bullying students will be learning a range of strategies to promote positive wellbeing. These strategies will be demonstrated through students being able to consider how their words and actions can impact an individual or group of people. Students will be exposed to current campaigns around self esteem and body image such as "Dove - Body Confidence".
	<b>INSPIRED</b>	Students develop their knowledge of the radicalisation process Students understand the evolution of extremism views. This will enable students to become independent and able to problem solve as well as champion diversity for those who have been radicalised.	Students will demonstrate being how being respectful and championing diversity is at the core of a healthy relationship as well as having self respect. Students will be solution focused on key issues, such as rape and FGM.	Students will be INSPIRED in Never Giving Up and giving into peer pressure. Students will also be respectful when considering why people can have substance misuse problems. They will also develop their skills in being Independent to support them from avoiding illegal drugs.	Students will demonstrate their cultural awareness, championing diversity and will be solution focused when considering how they need to keep themselves safe.	Students will delve into understand the "Importance of happiness" by becoming reflective thinkers. Therefore students will further develop their role as an INSPIRED student at LECA. They will analyse how this could help them in their future, and as they begin KS4 next year.	Students will be INSPIRED in Never Giving Up and giving into peer pressure. Students will also be respectful when considering the views of others. They will also develop their skills in being solution focused in finding positive coping strategies when faced with potential body confidence issues.
	<b>Life Skills</b>	Students are learning about the various extremist narratives, the formation of conspiracy theories, impact of anti-Semitism, terrorism, British Values, Counter Terrorism	Students will be developing their life skills, being aware of how to keep themselves safe by learning about age of consent (UK and globally) and being empowered to speaking about issues that are important to themselves and other young people.	Students will continue to develop their life skills by being innovative in the fight against illegal drugs and consider how being resilient will help them to live healthy lives.	Students will demonstrate their progress of their life skills by being able to share their ideas, being innovative to reducing STI's and the stigma around them.	Students will learn about Social Media and online stress - the link between the two. Students will continue to explore Employment Management. As such students will develop their resilience, positive thinking and teamwork skills to consider how these at times challenging topics can be manageable and not negatively impact their wellbeing.	Students will be exposed to "The media and airbrushing" and learn how this can impact on an individuals wellbeing. As such they will develop their critical thinking skills in order to analyse how unrealistic the media can be.
<b>Assessment</b>	<b>(The question) Who am I and where do my views sit?</b>	Students will be given a scenario and or questions and will be asked to consider their journey within PSHE and how they can apply their knowledge outside of school and into the future. (Aspect of Star Analysis)	Students will be given a scenario and or questions and will be asked to consider their journey within PSHE and how they can apply their knowledge outside of school and into the future. (Aspect of Star Analysis)	Students will be given a scenario and or questions and will be asked to consider their journey within PSHE and how they can apply their knowledge outside of school and into the future. (Aspect of Star Analysis)	Students will be given a scenario and or questions and will be asked to consider their journey within PSHE and how they can apply their knowledge outside of school and into the future. (Aspect of Star Analysis)	Students will be given a scenario and or questions and will be asked to consider their journey within PSHE and how they can apply their knowledge outside of school and into the future. (Aspect of Star Analysis)	
	<b>Learning Demonstration</b>	Group activity: Recording a news report on a Terrorist attack	Paired task: Advert on the importance of healthy relationships	Research task and completing an Infographic (remote learning task) & Confidence Checker	STI and contraception flashcards	First Aid demonstration  TBC	
	<b>(Quizzing) Life Skills</b>	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"	In each unit the students will be asked to complete a reflective piece of writing in which they consider how they have developed their "life skills"
<b>Cultural Capital</b>	<b>Ever changing world</b>	Students will be educated on the key terrorist events that have occurred in the world and will gain an insight into how these events are constructed, including the radicalisation process.	Students will understand key concepts such as age of consent, FGM and the law. This will provide students with a global awareness of issues surround Sex, The Law and Consent.	Students will learn about the different types of drugs such as illegal drugs and party drugs. Students will also understand the impact of substance addiction and the current issues nationally.	Students will look at stalking and harassment - online and offline. In addition to this students will explore how sexual health and advice is available to young people, with the idea of preventing unplanned pregnancies and STI's. Students will also explore the global impact of AIDS and HIV, including the personal impact it has on someone.	Students will be able to consider employment and financial management is and how it can impact personal wellbeing.	Students will explore a range of topics linking to body confidence. As such they will be aware of what can impact an individuals body confidence and sense of wellbeing
	<b>Self awareness</b>	Students will be questioned to challenge their views and opinions of terrorists and be educated on how to avoid radicalisation and where to report any concerns.	Students will become reflective learners, where they consider their boundaries and the importance of positive friendships and intimate relationships.	Students will explore peer pressure and the negative impact this can have. This theme will empower students to make informed decisions and encourage them to make healthy choices.	Students will gain self awareness on the importance of being healthy, giving consent and practicing safe sex choices.	Students will develop self awareness on saving and managing money. Students will have the opportunity to consider the importance of happiness and think about what anger is.	Students will cover a range of body confidence issues and this will seek to improve their holistic wellbeing and this will seek to improve their holistic wellbeing
	<b>Careers</b>	Links to careers within Counter Terrorism - Private sector and Government. Connections to County Lines and local police forces	Students will be studying positive reasons to delay sexual activity - this will include benefits for their future (qualification and career)	Careers will be briefly covered in this unit through the detrimental impact they can have on brain functioning and being unable to function fully to society	Prejudice and discrimination of AIDS/ HIV individuals and the impact it can have on their career prospects.	Students will link their understanding of this unit to future careers and consider the links between the two.	Staff Wellbeing in the workplace. Impact of positive wellbeing on an individual in adulthood
	<b>Challenging Perceptions</b>	Discover how terrorists recruit young people and vulnerable adults. Discover the short and long term impacts of those radicalised (terrorist camps, children's experiences) Students will also be exposed to Conspiracy theories	Discover statistics around sexual activity, Discover the benefits of delaying sexual activity	Develop an awareness of what is stored 'online' and the long term effects this can have. Discover the risks of county lines, grooming and gangs	Students will be encouraged to challenge their perceptions through the use of "just a thought slides" and classroom discussions and debates	Students will be encouraged to challenge their perceptions through the use of "just a thought slides" and classroom discussions and debates	Students will be encouraged to challenge their perceptions through the use of "just a thought slides" and classroom discussions and debates
	<b>Oracy</b>	Specific vocabulary - using this with confidence and eloquence. Developing discussion and debating techniques	Specific vocabulary - using this with confidence and eloquence. Developing discussion and debating techniques	Specific vocabulary - using this with confidence and eloquence. Developing discussion and debating techniques	Specific vocabulary - using this with confidence and eloquence. Developing discussion and debating techniques	Specific vocabulary - using this with confidence and eloquence. - Job interviews Developing discussion and debating techniques	Specific vocabulary - using this with confidence and eloquence. Developing discussion and debating techniques
	<b>Practitioner Exposure</b>	UK government, Local and national Police Forces, Global Conspiracy Theories PMNW	K.S - young people's worker, Online sexual health resources	National Online Safety, PMNW	K.S - young people's worker, Brook, Lime Tree Clinic, Stonewall, Amaze.org	J.S - Careers Advisor, O.H - PE	CAMHS. Case studies
	<b>Repertoire</b>	9/11, London Bridge, Westminster Bridge and Manchester Arena Attacks	Age of consent (UK) - Laws, FGM laws	NOS, CEOP, Police authorities, Laws and policies	Laws, charities - Stonewall, Brook, Case studies	St John Ambulance, British Red Cross	Kooth