

CFL KS3 (excluding year 9) LTP

YEAR 01 - Beginning 22-23.

Subject to timetable, class numbers and various factors specific to that year

THIS IS A WORKING DOCUMENT AND AS SUCH SUBJECT TO CHANGE DEPENDING ON FACTORS RELATING TO THE YEAR IN QUESTION

	Theme/unit	Keywords	Links to previous learning	Links to wider curriculum
Autumn Term 1	<p>Overall theme: Life beyond school (Covers Gatsby Benchmarks and SMSC)</p> <p><u>Unit: Managing change</u></p> <p>Lesson 1: Importance of sleep and Relaxation</p> <p>Lesson 2: Getting to Know People</p> <p>Lesson 3: Transition Point in Your life</p> <p>Lesson 4: Careers and your Future</p> <p>Lesson 5: Financial Education</p> <p>Lesson 6: What is Your Community</p>	<ol style="list-style-type: none"> 1. Routine, Regeneration, Growth, Memory, Environment, Immunity, Sleep hygiene 2. Trust, Honesty, Integrity, Self Esteem, Politicians, Society, Character traits 3. Transition points, Career, Change, Risk, Reflection 4. Careers, Skills, Qualities, Future, Aspirations, Career, Opportunities 5. Bartering, Currency, Money, wealth, transaction, debt, Exchange, Austerity, HM Treasury 6. Tolerance, Community, International, local, national, Community Cohesion 	<p>KS1.</p> <ul style="list-style-type: none"> • How to recognise what others might be feeling. • To recognise that not everyone feels the same at the same time, or feels the same about the same things. • To recognise the ways in which we are all unique. • About preparing to move to a new class/year group. • About how people make friends and what makes a good friendship. • That people make different choices about how to save and spend money. • about being a part of different groups, and the role they play in these groups e.g. 	<ul style="list-style-type: none"> • Links to KS4 English - 'Of Mice and Men' - Black America and discrimination and civil rights. • Link to KS4 Options Health and Social Care – Communication and barriers to communication. • Link to KS3 Humanities – The Black people of America – from slavery to freedom. • Art – Our Environment

			<ul style="list-style-type: none">• class, teams, faith groups• about different rights and responsibilities that they have in school and the wider• community• about how a community can help people from different groups to feel included• to recognise that they are all equal, and ways in which they are the same and• different to others in their community• the ways in which people can access the internet e.g. phones, tablets, computers• to recognise the purpose and value of the internet in everyday life• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos• that information online might not always be true	
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			<ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for • things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants • <p>KS2.</p> <ul style="list-style-type: none"> • To recognise their individuality and personal qualities. • Strategies to manage transitions between classes and key stages. 	
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			<ul style="list-style-type: none"> • About discrimination: what it means and how to challenge it. • how people make different spending decisions based on their budget, values and • needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the • reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	
Autumn Term 2	<p>Overall theme: Health and wellbeing (Covers statutory Health Education)</p> <p><u>Unit: Physical health and mental wellbeing</u></p>		<p>KS1.</p> <ul style="list-style-type: none"> • Different ways to keep healthy, • Foods that support good health and the risks of eating too much sugar. 	<ul style="list-style-type: none"> • Health and social care. • Link to Biology – biological responses (hormones).

	<p>Lesson 1: Health & Wellbeing</p> <p>Lesson 2: Child Abuse (Physical and Emotional and Neglect)</p> <p>Lesson 3: Types of Bullying & Responding to Bullying</p> <p>Lesson 4: What is Mental Health?</p> <p>Lesson 5: Positive Body Image</p> <p>Lesson 6: Healthy Eating and cholesterol</p> <p>Lesson 7: Stress What is it?</p>	<ol style="list-style-type: none"> 1. Balanced Diet, Exercise, Mental Health, Physical Health, Mental Health Act, Vitamins 2. Neglect, Safeguarding, Maltreatment, intervention, Policy, welfare, responsibility, Abuse 3. Banter, Bullying, Cyber Bullying, Homophobic Bullying, Work Place bullying, Physical, Verbal 4. PTSD, Anxiety, Depression, Physical, Mental, Wellbeing, Stress, Mental illness, schizophrenia 5. Social media, selfie, body image, healthy, 'likes', body confidence, editing, celebrities, filters, followers, attention, comments 6. Monounsaturated Fats & Polyunsaturated Fats, Cholesterol 7. Anxiety, stress, coping, strategy, anger, emotions, hormones, reactions 	<ul style="list-style-type: none"> • Why sleep is important and different ways to rest and relax. • Simple hygiene routines that can stop germs from spreading • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay • healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to 	<ul style="list-style-type: none"> • Link to Biology – genetics and reproduction. • Health and social care
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			<ul style="list-style-type: none"> • music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings <p>KS2.</p> <ul style="list-style-type: none"> • The elements of a balanced, healthy lifestyle. • To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong 	
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			<ul style="list-style-type: none"> • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations 	
Spring Term 1	<p>Overall theme: Health and wellbeing (Covers statutory Health Education)</p> <p><u>Unit:</u> Puberty and body development</p> <p>Lesson1: Introduction to Puberty</p>			

	<p>Lesson 2: Puberty - Girls (Periods)</p> <p>Lesson 3: Puberty - Boys (Wet dreams + Erections)</p> <p>Lesson 4: Puberty - Personal Hygiene</p> <p>Lesson 5: Puberty - Growing Up (Menstruation and FGM)</p> <p>Lesson 6: Puberty - Assertiveness, consent & Hormones</p> <p>Lesson 7: Puberty - Self Esteem + Empowerment</p>	<ol style="list-style-type: none"> 1. Puberty,, Hygiene,, Hormones, vagina, Penis, adolescence, social Emotional, Physical 2. Oestrogen, Progesterone, Period, Tampon, Sanitary Towel, Menstruation, Fertilisation 3. Urethra, Prostate, scrotum, testicle, Erections Penis Wet Dreams Ejaculation 4. Deodorant, antiperspirant, Hygiene, bacteria 5. Menstruation, FGM, Brest ironing, Breast flattening, Impotence 6. Respect, differences, understanding, diversity, Consent 7. Low self-esteem, High self-esteem, Empowerment, Climate activist 		
<p>Spring Term 2</p>	<p>Overall theme: Life beyond school (Covers Gatsby Benchmarks and SMSC)</p> <p><u>Unit: Proud to be me</u></p> <p>Lesson 1: What are enterprise Skills</p> <p>Lesson 2: Proud to be me</p> <p>Lesson 3: Careers interests and Jobs</p>	<ol style="list-style-type: none"> 1. Life Skills, Enterprise, Entrepreneur, Teamwork, Leadership, Budget, Economy 2. Emotions, Feelings, Thoughts, Past Behaviours, Understanding, Ambition, Values 	<p>KS1.</p> <ul style="list-style-type: none"> • About the role of the internet in everyday life. • That people make different choices about how to save and spend money. <p>KS2.</p> <ul style="list-style-type: none"> • To recognise that there are laws surrounding 	<ul style="list-style-type: none"> • Link to KS4 Options Health and Social Care – Careers within health and social care sector/terms and conditions of employment.

	<p>Lesson 4: Boosting Self Esteem</p> <p>Lesson 5: Labour Market Information</p> <p>Lesson 6: Exploring Careers</p>	<ol style="list-style-type: none"> 3. Pharmacist, Jeweller, Optometrist, Barista, Maite'D, Forensics, 4. Self Esteem, Self talk, body image, influencers, self esteem, positivity, body image 5. Labour Market, Authority, Demography, globalisation, manufacturing, education, training 6. Job description, salary, duties, progression, qualifications, GCSE, A levels, University, Skills 	<p>the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <ul style="list-style-type: none"> • Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. • Impact of bullying, including offline and online, and the consequences of hurtful behaviour. • How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. • how people make different spending decisions based on their budget, values and • needs • how to keep track of money and why it is important to know how much is being spent 	
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			<ul style="list-style-type: none">• about different ways to pay for things such as cash, cards, e-payment and the• reasons for using them• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics• to identify jobs that they might like to do in the future• about the role ambition can play in achieving a future career• how or why someone might choose a certain career• about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values• the importance of diversity and inclusion to promote people's career opportunities	
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			<ul style="list-style-type: none"> • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, • training 	
Summer Term 1	<p>Overall theme: Staying safe online and offline (Covers statutory Health Education and statutory Relationships and Sex Education)</p> <p><u>Unit: Staying safe online and offline</u></p> <p>Lesson 1: Why not to join a gang</p> <p>Lesson 2: Staying Safe Online (social Networks)</p> <p>Lesson 3: Fortnite and Safety in Gaming</p> <p>Lesson 4: Drugs – Alcohol</p> <p>Lesson 5: Drugs – Nicotine</p>	<ol style="list-style-type: none"> 1. Gangs, Criminal Behaviour, County Lines, Discharge, Custodial Sentence 2. Grooming, Gambling, Scams, Data, Social networking, Exploitations, Cyber Bullying 3. Grooming, Addiction, Online safety, Fake Profiles, Noob, Frag, Respawn, sunk cost fallacy 4. Physical, Psychological, social, units, ethanol 	<p>KS1.</p> <ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, • medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’ • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger 	<ul style="list-style-type: none"> • . Chemistry – drugs • Health and social care •

	<p>Lesson 6: Drugs - E-Cigs, Vaping and Shisha</p> <p>Lesson 7: Energy Drinks and Caffeine – Drugs</p> <p>Lesson 8: Why not to carry a knife</p>	<ol style="list-style-type: none"> 5. Carbon Monoxide, Ammonia, Vaping, Fertility, Nicotine, tar, chemicals 6. E-Cigarettes, Vaping, Vaporiser, Vape Shops, Cotton, Coils, E-Juices, 7. Sugar, Taurine, Caffeine, Consumption, Coffee, Insomnia 8. Homicide, Wielded, Attempted Murder, Courts, Home Office, UK Drill Music 	<ul style="list-style-type: none"> • how to help keep themselves safe at home in relation to electrical appliances, fire • safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say <p>KS2.</p> <ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online 	
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			<ul style="list-style-type: none"> • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the 	
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			<ul style="list-style-type: none"> • reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images • or content that worry them, unkind or inappropriate communication 	
<p>Summer Term 2</p>	<p>Overall theme: Rights, responsibilities and British values (Covers British values and Citizenship)</p> <p><u>Unit:</u> Politics, parliament and me</p> <p>Lesson 1: Why is politics important</p>		<p>KS2.</p> <ul style="list-style-type: none"> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and 	<ul style="list-style-type: none"> • Links to KS3 Humanities - The Rise of Nazi Germany and The Holocaust (Democracy vs Dictatorship.) • Link to English - Jack The Ripper

	<p>Lesson 2: How is the country run</p> <p>Lesson 3: Setting up a Party</p> <p>Lesson 4: Campaigning</p> <p>Lesson 5: Big Debates</p> <p>Lesson 6: Exploring Parliament</p> <p>Lesson 7: Who is our Prime Minister</p>	<ol style="list-style-type: none"> 1. Parliament, Democracy, elections Government, Parliament, Politics 2. House of Commons, House of Lords, Monarchy, Constituency, Civil Service, Westminster 3. Turnout, General election, Campaigns, Slogan, Logo, Conservative, Labour, Party Ideology 4. First Past The Post, By elections, General Elections, Proxy, Postal, digital democracy, Campaign 5. Devils advocate, Advocacy, Debating, Parliament, UK 6. Clerk, Parliament, Government, Speaker, Public Gallery, Black Rod, Despatch Box, Lords. 7. Conservative, Tory, Leadership, Election, Prime Minister, Negotiation, Advocacy 	<p>laws are broken</p> <ul style="list-style-type: none"> • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and • the responsibility to learn 	<p>and the rise of the Metropolitan Police Force in early Victorian England.</p> <ul style="list-style-type: none"> • Link to KS3 Humanities – Crime and punishment – 1500 to modern day. • Link to KS3 Humanities – The Black people of America – from slavery to freedom. <p>Link to Travel and Tourism – UK travel destinations</p>
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CFL KS3 (excluding year 9) LTP

YEAR 02 - Beginning 23-24.

Subject to timetable, class numbers and various factors specific to that year

THIS IS A WORKING DOCUMENT AND AS SUCH SUBJECT TO CHANGE DEPENDING ON FACTORS RELATING TO THE YEAR IN QUESTION

	Topic	Keywords	Links to previous learning	Links to wider curriculum
Autumn Term 1	<p>Overall theme: Relationships and sex education (Covers statutory Health Education and statutory Relationships and Sex Education)</p> <p><u>Unit: Friendships, respect and relationships</u></p> <p>Lesson 1: Consent and Boundaries</p> <p>Lesson 2: What does it mean to be a 'man'</p> <p>Lesson 3: Managing Friendships & Relationships</p> <p>Lesson 4: What Makes a good Friend</p> <p>Lesson 5: Respect and Relationships</p>	<ol style="list-style-type: none"> Consent, Self-esteem, Boundaries, praise, essential, comfortable, retractable, active, peer pressure Masculinity Secrets, lies, disclosures, self-disclosure, relationships, phubbing, online friends Friendship, Loyalty, Trust, Toxic, qualities, Affection, independence, Respect, differences, understanding, diversity 	<p>KS1.</p> <ul style="list-style-type: none"> How to recognise what others might be feeling. To recognise that not everyone feels the same at the same time, or feels the same about the same things. To recognise the ways in which we are all unique. About how people make friends and what makes a good friendship. That people make different choices about how to save and spend money. about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them 	<ul style="list-style-type: none"> Health and social care. Link to Biology – biological responses (hormones). Link to Biology – genetics and reproduction. Health and social care

	<p>Lesson 6: Being positive + Self Esteem</p> <p>Lesson 7: Peer Pressure and Influence</p>	<p>6. Opportunities, hopes, fears, worries, expectations, choices, problems, Positivity, Optimism</p> <p>7. Pressure, Coercion, friends, Banter, Bullying, self-esteem, Resilience, Independence</p>	<ul style="list-style-type: none"> • what it means to be a family and how families are different, e.g. single parents, • same-sex parents, etc. • about the importance of telling someone — and how to tel them — if they are worried about something in their family • about situations when someone’s body or feelings might be hurt and whom to go • to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission 	
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			<ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or 	
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			<p>experience hurtful behaviour, including</p> <ul style="list-style-type: none">• online• about what bullying is and different types of bullying• how someone may feel if they are being bullied• about the difference between happy surprises and secrets that make them feel• uncomfortable or worried, and how to get help• how to resist pressure to do something that feels uncomfortable or unsafe• how to ask for help if they feel unsafe or worried and what vocabulary to use• about the things they have in common with their friends, classmates, and other people• how friends can have both similarities and differences• how to play and work cooperatively in different groups and situations• how to share their ideas and listen to others, take part in discussions, and give reasons for their views	
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			<p>KS2.</p> <ul style="list-style-type: none">• To recognise individuality and personal qualities.• About discrimination: what it means and how to challenge it.• about the features of positive healthy friendships such as mutual respect, trust and• sharing interests• strategies to build positive friendships• how to seek support with relationships if they feel lonely or excluded• how to communicate respectfully with friends when using digital devices• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know• what to do or whom to tell if they are worried about any contact online	
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<p>Autumn term 2</p>	<p>Overall theme: Rights, responsibilities and British values (Covers British values and Citizenship)</p> <p><u>Unit: Law, crime and society</u></p> <p>Lesson 1: Desert Island living</p> <p>Lesson 2: What is community spirit</p> <p>Lesson 3: Decision making & constitution</p> <p>Lesson 4: Criminals, law & society</p> <p>Lesson 5: Law making process in the UK</p> <p>Lesson 6: Prisons & reform</p>	<ol style="list-style-type: none"> 1. Rites of passage, Ceremonies, celebrations 2. Community, Disability, Prejudice, Discrimination, Multiculturalism, diversity 3. Baptism, Brit Milah, Aqueeqah, Priorities, Survival, ceremony 4. Theft, Crime, Commandments, laws, Criminal Responsibility 5. House of Commons, House of Lords, Royal Assent, bill, White & Green Paper, Consultation, Reciprocity 6. Prison, Manslaughter, Reparation, retribution, Rehabilitation, Justice, incapacitation, deterrence, denunciation 	<p>KS2.</p> <ul style="list-style-type: none"> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and • the responsibility to learn 	<ul style="list-style-type: none"> • Links to KS3 Humanities - The Rise of Nazi Germany and The Holocaust (Democracy vs Dictatorship.) • Link to English - Jack The Ripper and the rise of the Metropolitan Police Force in early Victorian England. • Link to KS3 Humanities – Crime and punishment – 1500 to modern day. • Link to KS3 Humanities – The Black people of America – from slavery to freedom.
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				<ul style="list-style-type: none"> • Link to Travel and Tourism – UK travel destinations.
Spring term 1	<p>Overall theme: Celebrating diversity and equality (Covers Citizenship and British values)</p> <p><u>Unit: Celebrating differences</u></p> <p>Lesson 1: What is your identity?</p> <p>Lesson 2: Nature vs. nurture debate</p> <p>Lesson 3: Equality Act 2010</p> <p>Lesson 4: Multicultural Britain</p> <p>Lesson 5: Breaking down stereotypes</p> <p>Lesson 6: Prejudice and discrimination</p> <p>Lesson 7: Challenging islamophobia</p>	<ol style="list-style-type: none"> 1. Identity, Heritage, Personality, Religion, society 2. Genes, Environment, Psychological, DNA, Epigenetics, Nature, Nurture, socialisation 3. Equality, Anti-discrimination laws, Legislation, Government 4. Prejudice, discrimination, stereotype, Tolerance, Persecution, Injustice 5. Immigration, Emigration, Migration, Diversity, ethnicity, social, economic, political 6. Prejudice, discrimination, intolerance, justice, Equality, Hate Crime, Home Office 7. Genocide, Harassment, Bullying, Discrimination, 	<p>KS2.</p> <ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone 	<ul style="list-style-type: none"> • Link to KS4 (Options) Food Technology – Nutrition and diet. • Link to physical health - PE • Link to health and social care

		Prejudice, Muslim, Islamophobia		
Spring term 2	<p>Overall theme: Relationships and sex education (Covers statutory Health Education and statutory Relationships and Sex Education)</p> <p><u>Unit: Identity, relationships and sex education</u></p> <p>Lesson 1 – What is RSE</p> <p>Lesson 2 - Sexual Orientation</p> <p>Lesson 3 - What is Gender Identity</p> <p>Lesson 4 - Dealing with Conflict</p> <p>Lesson 5 - Healthy Respectful Relationships</p>	<ol style="list-style-type: none"> 1. Consent, Conflict, Unhealthy, Abusive, Relationship, Compulsory, resilience, boundaries 2. A Sexual, Pansexual, Bisexual, Queer, Heteroflexible, Heterosexual, Homosexual 3. Transitioning, Cis Male, Cis Female, Gender Recognition Act, Transgendered, Sex Gender, Gender Dysphoria 4. Conflict Resolution, Argument, Assertive, Divorce, Solution, International, distressed 5. Consent, boundaries, values, Sex, Relationships, trust, dignity, compromise, Friendships, respect 	<p>KS1.</p> <ul style="list-style-type: none"> • To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). • About the role of the internet in everyday life. • That people make different choices about how to save and spend money. • Different jobs that people they know or people who work in the community. • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children’s lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, • same-sex parents, etc. • about the importance of telling someone — and how to tel them — if they 	<ul style="list-style-type: none"> • Health and social care. • Link to Biology – biological responses (hormones). • Link to Biology – genetics and reproduction. • Health and social care

	<p>Lesson 6 - What is Love?</p> <p>Lesson 7- Introduction to Contraception</p> <p>Lesson 8 - Periods and Menstrual Cycle</p>	<ol style="list-style-type: none"> 6. Feelings, love, relationships, friendships, jealousy, religion 7. Abstinence, Barrier, Supress, Oestrogen, Progesterone, Copper, Contraception 8. Oestrogen, luteal, follicular, ovulation, menstruation, tampon 	<p>are worried about something in their family</p> <ul style="list-style-type: none"> • about situations when someone’s body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means 	
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			<ul style="list-style-type: none"> • about class rules, being polite to others, sharing and taking turns <p>KS2.</p> <ul style="list-style-type: none"> • Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. • Impact of bullying, including offline and online, and the consequences of hurtful behaviour. • How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do 	
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			<p>something dangerous and something goes wrong</p> <ul style="list-style-type: none"> • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations 	
Summer Term 1	<p>Overall theme: Staying safe online and offline (Covers statutory Health Education and statutory Relationships and Sex Education)</p> <p><u>Unit: Dangerous society online and offline</u></p>	C	<p>KS1.</p> <ul style="list-style-type: none"> • How to get help in an emergency (how to dial 999 and what to say). • About what rules are, why they are needed, and why different rules are needed for different situations. 	<ul style="list-style-type: none"> • Chemistry – drugs • Health and social care • .

	<p>Lesson 1: County Lines - What is it (Gang Culture)</p> <p>Lesson 2: County Lines - Who is at risk</p> <p>Lesson 3: Substance Misuse</p> <p>Lesson 4: Grooming (Boys & Girls)</p> <p>Lesson 5: Drugs - Alcohol and Society</p> <p>Lesson 6: Cyber Bullying and online safety</p> <p>Lesson 7: CEOP lesson</p>	<ol style="list-style-type: none"> 1. County Lines, Trap House, Modern Slavery, Elders, Soldiers, Teenier, Drug Mule, Exploitation 2. Physical, Phycological, Financial, Trap House, Criminal Responsibility 3. Substance abuse, Dependence, Intoxication, Withdrawal, substance, impairment, anxiety, 4. Exploitation, Grooming, Catfishing, Fake Profiles, Deception, Anonymous, Trust, CEOP 5. Physical, Psychological, social, units, ethanolUnits, Spirits, Ethanol, Beer, Larger, Wine, Binge Drinking, Shots 6. Trolling, Cyber Bullying, Abuse, Contact, Conduct, Harassment, Strategies 7. Child Sexual Exploitation, Grooming, Influence, Coercion, Manipulation, Bribery 	<ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, • medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire • safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel 	
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			<ul style="list-style-type: none"> • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say <p>KS2.</p> <ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and 	
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			<p>differences to face-to-face bullying</p> <ul style="list-style-type: none">• what to do and whom to tell if they see or experience bullying or hurtful behaviour• how the internet can be used positively for leisure, for school and for work• to recognise that images and information online can be altered or adapted and the• reasons for why this happens• strategies to recognise whether something they see online is true or accurate• to evaluate whether a game is suitable to play or a website is appropriate for their age-group• to make safe, reliable choices from search results• how to report something seen or experienced online that concerns them e.g. images• or content that worry them, unkind or inappropriate communication	
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			<ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and • encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online 	
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			<ul style="list-style-type: none"> • how to report inappropriate online content or contact 	
Summer Term 2	<p>Overall theme: Overall theme: Celebrating diversity and equality (Covers Citizenship and British values)</p> <p><u>Unit: LGBTQ+ Explored</u></p> <p>Lesson 1: LGBT + What is it</p> <p>Lesson 2: LGBT + Homophobia in society</p> <p>Lesson 3: Support someone (LGBT focus)</p> <p>Lesson 4: LGBT - challenging Homophobia</p> <p>Lesson 5: Transphobia</p> <p>Lesson 6: LGBT - Coming out</p>	<ol style="list-style-type: none"> 1. Homophobia, Gender, Sexuality, Prejudice, discrimination 2. Homophobia, transphobia, xenophobia, verbal abuse, physical abuse, cyber abuse 3. Ally, Oppression, Human Rights, Support, Community 4. Passive, Assertive, Aggressive, Homophobia 5. Gender Dysphoria, Transitioning, biological, Hormones, transphobia 6. Coming out, Gender identity, Closet, Rejection, Acceptance 	<p>KS1.</p> <ul style="list-style-type: none"> • To recognise that not everyone feels the same at the same time, or feels the same about the same things. <p>KS2.</p> <ul style="list-style-type: none"> • To recognise their individuality and personal qualities. • Impact of bullying, including offline and online, and the consequences of hurtful behaviour. • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences 	<ul style="list-style-type: none"> • Health and social care • Art – Our environment • Child care

			<p>and similarities between people</p> <ul style="list-style-type: none"> • a vocabulary to sensitively discuss difference and include everyone • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment • made by two adults • that people have the right to choose whom they 	
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			<p>marry or whether to get married</p> <ul style="list-style-type: none">• that to force anyone into marriage is illegal• how and where to report forced marriage or ask for help if they are worried	
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