



	Autumn Term 1- Health and Wellbeing Living in the Wider World	Autumn Term 2- Living in the Wider World	Spring Term 1- Relationships	Spring Term 2- Living in the wider world Health and Wellbeing	Summer Term 1- Living in the Wider World
Key concepts	Evaluate how mood and self-esteem can be affected by the judgment of others; evaluate when it is more or less important to listen to the judgement of others; reject stereotypes which might limit aspirations and career ambitions through discussion and conduct; explain the	Identify the research they need to do into the qualifications or experience necessary for the careers they are interested in; demonstrate awareness of the timeline for the application process; identify questions to ask when meeting with local Sixth Form and college representatives;	Identify their own core values in relation to intimate relationships and sexuality; recognise that there is diversity in sexual attraction and developing sexuality and explain how people's sexuality can develop over time; describe the difference	Extremism and radicalisation- what it is and how groups can encourage young people to get involved and why, what the implications may be Explain why independent experiences (e.g. commuting, holidays, musical festivals) can be positive risk taking experiences; identify the potential negative risks a	Examining the best ways to save money and the importance of saving money for life. Explaining what pensions are, how they work and how people can access them. What debt is and how it can be managed. Identifying, planning and completing an



	<p>importance of balancing being ambitious with having unrealistic expectations; explain how positive self-esteem and self-belief can support perseverance and resilience in the face of difficulties; express increased confidence in their ability to improve self-esteem and self-belief using learnt strategies; explain how role models have been resilient and worked hard to achieve their goals. explain what is meant by stress and that it is common to many people at different</p>	<p>understand the school's procedures for developing individuals' references; demonstrate understanding of the application process relating to their preferred options (Sixth Form, local college, apprenticeships, in work training etc.) analyse how their interests and experiences contribute to who they are; evaluate the skills and qualities they have that make them employable and identify those that they would</p>	<p>between gender identity, gender expression and sexual orientation; identify personal boundaries in relationships and how to communicate these to a partner in increasingly nuanced scenarios; explain the importance of assertive and open communication with a partner; describe and demonstrate strategies for negotiating wants and needs with a partner; explain why it might be difficult</p>	<p>young person might encounter while enjoying new experiences independently; describe how to prepare for new independent experiences to minimise risk; explain how to recognise situations that may become dangerous and when and how to exit these situations; describe how to respond appropriately to security procedures; identify the various safety and health issues connected with young people's developing independence (including sun safety, 'binge drinking', drug use,</p>	<p>action to improve the community.</p>
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	<p>times and in different forms (e.g. high/low level stress, wanted/unwanted); identify the common causes and nature of stress and how to recognise stress in themselves and others; explain how stress can have a positive as well as a negative effect; explain the effects of stress on the body, including the long-term effects of stress if not managed appropriately; describe and demonstrate several strategies for managing stress; identify and assess the range of help and</p>	<p>like to develop; identify opportunities for learning experiences that will increase their skills for employability and enhance their CVs; identify and evaluate the ways in which candidates can improve or hinder their own chances at interview; demonstrate the skills and understanding to present themselves in the best possible way and make a good impression at an interview; demonstrate strategies to both promote their</p>	<p>to take feedback from a partner about behaviours in relationships and describe strategies for managing this; explain when it is appropriate to compromise and when it is important to stick to core value describe examples of unwanted attention, including unwanted attention from strangers; analyse how people feel when someone is paying them unwanted attention; describe or demonstrate</p>	<p>sex, motorcycling/driving, insurance); analyse why people might make different choices about alcohol, drugs, sexual activity etc. in more independent contexts than they would in day to day life; describe or demonstrate strategies for managing the risks to self and others whilst still having a good time; suggest strategies for seeking help in unfamiliar settings (e.g. not knowing anyone, getting lost, being unable to speak the local language) evaluate the links between lifestyle choices and health</p>	
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	<p>support available, explaining how and when to access it demonstrate the ability to give, receive and act upon. Looking at sleep and the importance of it, how much sleep we should be getting and why getting the right amount of sleep helps. Reinforcing the British Values- what are they? Why are they important for all of us? How do we follow them day to day and in later life? How can people make a change- looking at different</p>	<p>personal brand and avoid damaging their online profile (e.g. through photos, comments etc.). identify their achievements and the responsibilities they have held that they are proud of and evaluate how these might contribute to their career progression and provide evidence to support job, college and university applications; explain the nature and purpose of a CV, personal statement and</p>	<p>strategies for managing situations where someone's attentions are making them feel uncomfortable; explain what is meant by the terms 'trolling', 'harassment' and 'stalking'; explain what to do if they feel someone is harassing or stalking them; evaluate the similarities and differences between online and offline harassment; explain the consequences of harassment for both the victim and the perpetrator;</p>	<p>consequences; explain the reasons why people make good or less good lifestyle choices for themselves; evaluate the reliability of information about health and lifestyle and how these might affect our choices; assess the reasons why some health information may be inaccurate or misleading; explain how to reduce the risk of developing many illnesses including a number of cancers through simple lifestyle choices; identify the help and support that is available to people who want to make healthier lifestyle</p>	
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	<p>campaign ideas and how people can have a say and make a real change e.g. petitions, looking at specific examples. Begin looking at the ideal career for pupils and what they would like to do and why, what skills and qualities do they need?</p>	<p>covering letter; identify the features that make a CV, personal statement or covering letter effective and those which make them less effective; write a compelling CV, personal statement and covering letter. Electoral systems in the UK- how do the systems work? What are they like? Who can vote? Should the voting age be changed? What is the UK Government like? What links does the UK Government</p>	<p>suggest what someone should do if they are concerned about harassment on or offline. Understand that everyone has the right to be in a healthy relationship and that physical and emotional violence in relationships is always unacceptable; recognise that physical and emotional abuse in a relationship is always wrong, can take many forms and that both men and women can be abusive partners or victims of abuse; identify</p>	<p>choices; describe or demonstrate how to access support. analyse the reasons why so many young people choose not to smoke, drink or take drugs and reasons why people choose to give up harmful substances; understand the consequences of passive smoke and the law focused on protecting others from passive smoke; explain what e-cigarettes are, why they are used by regular smokers to reduce the impacts of smoking and their potential risk if used by non-smokers; identify the help and support that is available to people</p>	
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		<p>have with the rest of the world?</p>	<p>warning signs that someone may be experiencing abuse in their relationship; understand that people who have suffered abuse have done nothing wrong and need the right support; identify the range of people and organisations that can support those in unhealthy, exploitative or abusive relationships and explain how to access this support; explain strategies for helping someone who is unable or not ready to seek</p>	<p>who choose to give up harmful substances (e.g. cigarettes, alcohol, drugs) and the factors that make quitting easier; explain how best to support someone close to them who is trying to stop smoking, drinking or using drugs; describe or demonstrate how to access support. explain how to reduce the risk of developing many illnesses including a number of cancers through simple lifestyle choices*; understand that some forms of cancer are not the result of lifestyle choices; recognise the signs and</p>	
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			<p>help for themselves; explain the term 'honour' based violence and who is most at risk; explain why 'honour' based violence occurs; suggest how to safely seek help for themselves, or someone they know, if they were concerned about 'honour' based violence (FGM) identify what a forced marriage is and how it is distinguished from an arranged marriage or other form of legal marriage; explain why forced marriage is against the law</p>	<p>symptoms of testicular cancer and why it is important for young men to check their testicles regularly and for young women to be equally aware of what to look for; know how to carry out testicular self-examination or breast self-examination; identify the risk factors, signs and symptoms of breast cancer and understand that it can affect men as well as women; explain when to carry out breast self-examination and why it is important for women to do this monthly, after their period; explain the feelings and</p>	
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			<p>and the consequences of breaking this law; recognise that forced marriage is a cultural practice and is not linked to any specific race or religion; explain that victims and perpetrators of forced marriage can be of any gender; evaluate possible reasons why forced marriages happen; explain why forced marriage is detrimental to physical and emotional wellbeing; recognise the range of risks and challenges faced by</p>	<p>emotions discovering a lump might cause, including fear and denial, and how these feelings can be managed; understand the cervical screening programme and explain why it is important to maintain regular checks. explain how and why people should take increased responsibility for their own health as they grow older; understand the importance of regular dental and eye check-ups; recognise issues and feelings young people might have around booking and attending doctor's or</p>	
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			<p>someone who is trying to resist a forced marriage; recognise signs that they, or someone they know, might be at risk of a forced marriage; identify where and how to seek support if they are concerned about themselves or someone. Revise and relook at the importance of safe sex and the steps to be taken to ensure this happens and the different options available.</p>	<p>sexual health clinic appointments on their own and challenge these concerns</p>	
Themes	<p>Self esteem Judgement Expectations Resilience Stress</p>	<p>College application Careers CVs Employability</p>	<p>Relationships Unwanted attention Stalking Harassment</p>	<p>Extremism and radicalisation Health consequences</p>	<p>Savings Pensions Financial products and services</p>



	<p>Help and support available</p> <p>Self-belief</p> <p>Careers</p> <p>British Values</p> <p>How can people make a change?</p> <p>What actions can they take?</p>	<p>Personal Statement</p> <p>Cover letter</p> <p>Career progression</p> <p>Electoral systems in the UK</p> <p>UK Governance and links with the rest of the world- the legal system</p>	<p>Healthy vs unhealthy relationships</p> <p>Forced marriage</p> <p>Arranged marriage</p> <p>FGM</p> <p>Safe sex</p>	<p>Smoking and the impacts</p> <p>Support</p> <p>Different types of cancers</p> <p>Looking after our health</p>	<p>Debt</p> <p>Acting to improve the community</p>
Challenge	<p>All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.</p>	<p>All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.</p>	<p>All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.</p>	<p>All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.</p>	<p>All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g. challenge, mega challenging, more challenging.</p>
Support	<p>All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g.</p>	<p>All class tasks and resources are differentiated by challenge and levels of challenge for the</p>	<p>All class tasks and resources are differentiated by challenge and levels of challenge for the</p>	<p>All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g. challenge,</p>	<p>All class tasks and resources are differentiated by challenge and levels of challenge for the</p>



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Literacy focus	Discussion Written tasks Reading tasks	Discussion Written tasks Reading tasks	Discussion Written tasks Reading tasks	Discussion Written tasks Reading tasks	Discussion Written tasks Reading tasks
Numeracy focus					
Cross-curricular links	Science, PE	Maths, ICT	ICT, science, citizenship	Science	Maths
SMSC & MBV	MBV Spiritual Moral	MBVs Moral Social cultural	Social Moral Cultural	Moral	Social Spiritual
ASSESSMENTS	BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic. At the start of the topic pupils can mind map, draw and write their level of	BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic. At the start of the topic pupils can mind map, draw and write their	BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic. At the start of the topic pupils can mind map, draw and write their	BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic. At the start of the topic pupils can mind map, draw and write their level of confidence/	BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic. At the start of the topic pupils can mind map, draw and write their



	<p>confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions-</p>	<p>level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions-</p>	<p>level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p> <p>.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the</p>	<p>knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p> <p>.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self-assess the following questions-</p>	<p>level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p> <p>themes- highlights any misconceptions.</p> <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p>
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	<p>What new information have I learnt?</p> <ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? 	<p>What new information have I learnt?</p> <ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? 	<p>following questions- What new information have I learnt?</p> <ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • 	<p>What new information have I learnt?</p> <ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? 	<p>At the end of the topic pupils to self-assess the following questions- What new information have I learnt?</p> <ul style="list-style-type: none"> • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs? • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out?
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	<ul style="list-style-type: none"> • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance.</p>	<ul style="list-style-type: none"> • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance.</p>	<p>What do I now need to learn?</p> <ul style="list-style-type: none"> • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance.</p>	<p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance.</p>	<ul style="list-style-type: none"> • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> <p>Self-assessment at the end of a topic to highlight areas which need further guidance.</p>
Out of school learning					