

	Topic 1 - Health and Wellbeing	Topic 2 - Living in the Wider World	Topic 3 - Relationships	Topic 4 - Health and Wellbeing	Topic 5 - Relationships
Key concepts	The differences between being at primary school and at secondary school. Feelings about somewhere new and creating a new identity. Establish ground rules for PSHE education learning. Building learning relationships with groups. Support transition through learning to establish and manage friendships;	Being 'enterprising' and improve employability skills. Different employment categories or 'sectors'; The skills, abilities and qualities that are associated with each 'sector' of jobs. Equality of opportunity. 'career' in its broadest sense; The factors that motivate people to work, including	Pupils 'identity' as part of their community; Rights and responsibilities in a diverse community; Positive aspects of living in a diverse society Expectations of equality; Understand prejudice and learn about prejudice, how it originates and how it can be challenged; Challenge and manage	The concept of risk in relation to health, including the risk of addiction; The positive and negative role played by drugs in society; The effects of over-consumption of energy drinks; Nicotine, alcohol, nitrous oxide and other substances, their effects and the reasons why people might choose to use them;	Positive qualities that people might bring to relationships; Their own values in relationships; Self-esteem and its importance in relationships. The value of friendship as a basis for romantic/sexual relationships; Assess the media impact on expectations of early romantic relationships. To recognise the roles and



influides app mai valui The other lifes To cabilli judg pres	uence and sire for peer proval whilst hintaining their ues. e impact of	the importance of having goals and aspirations; Current skills, strengths and interests to future career aspirations.	discriminatory behaviours. Bullying and strategies to use if pupils experience it; The responsibilities that people have if they are aware that (or think that) someone is being bullied. Cyber bullying and its effect on individuals How to conduct healthy relationships online; How to respond to and manage	Different risks associated with alcohol and tobacco and sources of support. School rules and laws relating to alcohol and tobacco sale and use; The legal risks associated with alcohol and tobacco use, including binge drinking The influences on them to try alcohol or tobacco;	responsibilities of parents, carers and children in families; The importance of stable long-term relationships to support family life.
			relationships	The influences on	
			•	alcohol or	
			•	′	
			negative online	How to make the	
			relationships	best choices for	
			Different types of	them around	
			relationships,	alcohol and	
			particularly family relationships;	tobacco. Understanding	
			The qualities and	strategies to	
			behaviours	manage the	



	expected in healthy relationships; The positive qualities they bring to relationships. Effectively and safely resolving conflicts within relationships. Stereotypes in the way relationships are portrayed in the media; People's attitudes and behaviours towards relationships. Stereotypes in the way relationships are portrayed in the media; People's attitudes and behaviours towards relationships. Popple's attitudes and temotional changes of puberty; Personal hygiene and its importance for young people. The right to protect their bodies from unwanted contact. Primacy of human rights over cultural expectations. Sources of support if a person is concerned their rights may be/ have been ignored. Our increased responsibility for our own health as we get older.
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Themes	Transition	Enterprise	Identity	Assessing risk	Values and
	Opportunities	Enterprising	Rights and	Recreational	special core
	Support	Employability	responsibilities	drugs	values in
	Rules	skills	Prejudice	Energy drinks	relationships.
	Working in groups	Leadership skills	Stereotypes and	Nicotine and	Positive qualities
	Positive	Employment	discrimination	evaluating risk.	in friendships
	relationships	sectors	Different types of	Recreational and	Self esteem
	Balanced diet	Discrimination	bullying	independence	Sexual attraction
	Exercise	Rights in the work	Cyber bullying	use drugs	Diversity in
	Lifestyle choices	place	Abuse	Sources of help	sexual attraction
	Risk	Different types of	Social media	and support	Media portrayal of
	Self esteem	employment.	Trolling		relationships
	Resilience	Aspiration	Healthy	Temptations	Responsibilities
		Motivation	relationships	Media influence	of parents and
		Career	Differing family	Impacts of	carers.
		aspirations.	set ups	substance use	Marriage, civil
			Roles and	Sources of help	partnerships and
			responsibilities of	and support.	long term
			family members	Puberty and	relationships
			Negotiation	growing up.	Unplanned
			Responsibilities	Menstruation-	pregnancy
			Media portrayal of	physical and	Challenges with
			relationships	emotional	family
			Personal	symptoms.	relationships.
			relationships and	Puberty	Support in place.
			the use of social	Growing and	
			media.	changing	
				Hygiene	
				Body image	



				Self esteem. Body parts and puberty FGM Dentist and dental health	
Challenge	All class tasks	All class tasks	All class tasks	All class tasks	All class tasks
	and resources	and resources	and resources	and resources	and resources
	are differentiated	are differentiated	are differentiated	are differentiated	are differentiated
	by challenge and	by challenge and	by challenge and	by challenge and	by challenge and
	levels of	levels of	levels of	levels of	levels of
	challenge for the	challenge for the	challenge for the	challenge for the	challenge for the
	tasks e.g	tasks e.g	tasks e.g	tasks e.g	tasks e.g
	challenge, mega	challenge, mega	challenge, mega	challenge, mega	challenge, mega
	challenging, more	challenging, more	challenging, more	challenging, more	challenging, more
	challenging.	challenging.	challenging.	challenging.	challenging.
Support	All class tasks	All class tasks	All class tasks	All class tasks	All class tasks
	and resources	and resources	and resources	and resources	and resources
	are differentiated	are differentiated	are differentiated	are differentiated	are differentiated
	by challenge and	by challenge and	by challenge and	by challenge and	by challenge and
	levels of	levels of	levels of	levels of	levels of
	challenge for the	challenge for the	challenge for the	challenge for the	challenge for the
	tasks e.g	tasks e.g	tasks e.g	tasks e.g	tasks e.g
	challenge, mega	challenge, mega	challenge, mega	challenge, mega	challenge, mega
	challenging, more	challenging, more	challenging, more	challenging, more	challenging, more
	challenging.	challenging.	challenging.	challenging.	challenging.
Literacy focus	Discussion	Discussion	Discussion	Discussion	Discussion



	Written tasks				
	Reading tasks				
Numeracy focus					
Cross-curricular links	Science, PE	Maths, ICT	ICT, science, citizenship		
SMSC & MBV					
ASSESSMENTS	BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.	BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.	BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.	BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.	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/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.	At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.	At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.	At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.	At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.



	ASSESSMENT	ASSESSMENT		ASSESSMENT
ASSESSMENT	FOR LEARNING	FOR LEARNING	ASSESSMENT	FOR LEARNING
FOR LEARNING	This will help to	This will help to	FOR LEARNING	This will help to
This will help to	gauge	gauge	This will help to	gauge
gauge	understanding	understanding	gauge	understanding
understanding	and learning.	and learning.	understanding	and learning.
and learning.	This can include	This can include	and learning.	This can include
This can include	building on the	building on the	This can include	building on the
building on the	baseline	baseline	building on the	baseline
baseline	assessment and	assessment and	baseline	assessment and
assessment and	structured	structured	assessment and	structured
structured	questioning.	questioning.	structured	questioning.
questioning.			questioning.	
	At the end of the	At the end of the		At the end of the
At the end of the	topic pupils to self	topic pupils to self	At the end of the	topic pupils to self
topic pupils to self	assess the	assess the	topic pupils to self	assess the
assess the	following	following	assess the	following
following	questions-	questions-	following	questions-
questions-	What new	What new	questions-	What new
What new	information have I	information have I	What new	information have I
information have I	learnt?	learnt?	information have I	learnt?
learnt?	What do I now	What do I now	learnt?	What do I now
What do I now	think and believe?	think and believe?	 What do I now 	think and
think and believe?	 Has listening to 	 Has listening to 	think and	believe?
 Has listening to 	the views of	the views of	believe?	Has listening to
the views of	others changed	others changed	 Has listening to 	the views of
others changed	my views and/ or	my views and/ or	the views of	others changed
	beliefs?	beliefs?	others changed	



my views and/ or	 Did it help me 	 Did it help me 	my views and/ or	my views and/ or
beliefs?	confirm what I	confirm what I	beliefs?	beliefs?
Did it help me	really believe?	really believe?	 Did it help me 	 Did it help me
confirm what I	 Did I learn 	 Did I learn 	confirm what I	confirm what I
really believe?	anything I did not	anything I did not	really believe?	really believe?
Did I learn	expect to? • How	expect to? • How	 Did I learn 	 Did I learn
anything I did not	will it change my	will it change my	anything I did not	anything I did not
expect to? • How	behaviour in the	behaviour in the	expect to? • How	expect to? • How
will it change my	future? • What do	future? • What do	will it change my	will it change my
behaviour in the	I know already?	I know already?	behaviour in the	behaviour in the
future? • What do	 How did I feel 	 How did I feel 	future? • What do	future? • What do
I know already?	about what I	about what I	I know already?	I know already?
How did I feel	found out?	found out?	 How did I feel 	 How did I feel
about what I	 What feelings 	 What feelings 	about what I	about what I
found out?	did I have during	did I have during	found out?	found out?
What feelings	the session? •	the session? •	 What feelings 	 What feelings
did I have during	What do I now	What do I now	did I have during	did I have during
the session? •	need to learn?	need to learn?	the session? •	the session? •
What do I now	 Is there anyone 	 Is there anyone 	What do I now	What do I now
need to learn?	else I need to talk	else I need to talk	need to learn?	need to learn?
Is there anyone	to about this?	to about this?	 Is there anyone 	 Is there anyone
else I need to talk			else I need to talk	else I need to talk
to about this?	Other examples	Other examples	to about this?	to about this?
	include producing	include producing		
Other examples	leaflets,	leaflets,	Other examples	Other examples
include producing	presentations.	presentations.	include producing	include producing
leaflets,		-	leaflets,	leaflets,
presentations.	Self assessment	Self assessment	presentations.	presentations.
	at the end of a	at the end of a		



	Self assessment	topic to highlight	topic to highlight	Self assessment	Self assessment
	at the end of a	areas which need	areas which need	at the end of a	at the end of a
	topic to highlight	further guidance/	further guidance/	topic to highlight	topic to highlight
	areas which need	support to inform	support to inform	areas which need	areas which need
	further guidance/	drop down days.	drop down days.	further guidance/	further guidance/
	support to inform			support to inform	support to inform
	drop down days.			drop down days.	drop down days.
Out of school					
learning					