Year Group	Relationships - HT1	Celebrating difference -HT2	Aspirations -HT3	Healthy Me (Wellbeing) - HT4	Changing me – HT5	Living in the wider world -HT6
7	**Respectful Relationships** – Families, healthy relationships, conflict resolution and relationship changes.	Bullying, prejudice & **discrimination,** Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	**Setting Goals** - Finding Careers Information Career Management Character Traits and Skills Personal Skills & Qualities Careers and your Future	**Healthy Lifestyle**- Diet Exercise, lifestyle balance, first aid etc	**Health and Puberty** - routines, puberty FGM etc	Unique me, differences & conflict, **my influences,** peer pressure, online safety, sexting, consequences, online legislation
8	**Communication in relationship** relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	**Diversity** Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, race and religion, prejudice, LGBT+ bullying	**Careers** interests and Jobs Labour Market Information Exploring Careers Making Decisions Options and Pathways Qualification and Pathways Skills and Qualities Revisited	**Emotional Wellbeing –** building resilience, positive emotions, dealing with stress, positive body image.	**Identity** – Gender identity, sexual orientation, introduction to contraception	**Community and Careers –** what does it mean to be part of the community, team work, skills based on communication. (Link to project within the community)
9	**Healthy relationships** - Power and control in intimate	**Communication in relationship** relationship with self, social media	**Enterprise** – Understanding Work Place Jobs and Occupations	**Drugs and Alcohol** - Misperceptions about young peoples' health	**Emotional wellbeing** - Mental health stigma, triggers,	**Addressing extremism and radicalisation**

	relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Standard Occupation Classifications Business Structures Work Hierarchy and Structure Equality + Stereotypes in the Workplace What is Enterprise?	choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply a	support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes	
10	**Healthy Relationships** Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and	**Diversity** - Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk	**Equality** - Equality including in the workplace, in society, in relationships. Equality and vulnerable groups Employment & Financial Management Importance of saving money Consumer Protection & rights Employment Rights.	**Mental Health –** Mental Health and ill health, stigma, safeguarding health, transition and change.	**Identity** - Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and	**Career** - Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, longterm relationship dreams and goals,

	rumourmongering, abuse in teenage relationships.				protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	parenting skills and challenges, resilience, what to do when
11	**Families** – Different families and parental responsibilities, pregnancy, marriage, forced marriage.	**Equality** in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality	**Next steps** – Post 16 Options Planning For the future Personal Branding Interview Preparation Writing a Personal Statement CV Writing	**Building for the future** – Self efficacy, stress management and future opportunities.	**Identity** Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+	NA

					rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	

Reactive Drop Down Day in HT5			
Rationale: Throughout the period of pandemic school closure, PD was delivered remotely, however some elements require additional focus in order to ensure each year group has a robust opportunity to develop in an area which the data and curriculum indicate are a potential gap.			
Year Group	Content of Drop Down Day and further inputs	Description	Rationale
7	Charity and Community Enterprise Day	Students will learn from visiting local organisations in the morning about the 3rd sector and its employment opportunities in the Local and National Labour Market. They will then develop their research, team and oracy skills by working together in small groups in form to present about a given charity. They will then democratically vote for the best in each form. Form winners will then visit each form to present and an overall winning charity will be adopted by the year group for the rest of KS3. In the afternoon they will conduct their first fundraising activity.	Year 7 are keen to raise money. One form has raised nearly £200 this Half Term from litter picking. Opportunity for a greater group identity to be proud of. Opportunity to develop skills around fundraising and appreciate wider causes. (Other year groups at SWS have adopted Motor Neurone Disease, World Wildlife Fund etc as their charities).
8	Humanotopia Workshop	▪ Who Am I is a very powerful day which lives long in the minds of young people. Typically the programme is split into three 90 minute sessions. ▪ Session 1 is the Comfort Zone in which the students reflect on the past helping them reflect on how they became the person they are. This session is a roller coaster as students are roaring with laughter one minute and deep in reflection the next minute.	Referrals to the Pastoral Support Manager reflect that friendships are often breaking down, students do not have the confidence to make the best decisions when tested in a group situation.

		▪ Session 2 is the Stretch Zone when the students consider how the present could be so different if each person behaved differently. The activities are highly engaging as young people interact with others outside their normal friendship group.	
	Girls on Board Workshops	*Girls on Board* is an approach which helps girls, their parents and their teachers to understand the complexities and dynamics of girl friendships. The language, methods and ideas empower girls to solve their own friendship problems and recognises that they are usually the only ones who can. By empowering girls to find their own solutions, parents need worry less, schools can focus more on the curriculum and the girls learn more effectively – because they are happier.	One Pastoral Support Manager started training on this method immediately after the pandemic in response to a high number of repeat referrals from girls who were not able to manage their relationships with other girls effectively. We are a licensed school for this approach and will be sending other Pastoral Support Managers on Face to Face training this HT in order to be confident in rolling this out to Year 8 initially through additional workshops.
9	Humanotopia Workshop	As above	This is a diverse but small year group who have a high referral rate to counselling services. Students will be given the opportunity to reflect on those pressures which are affecting their mental health and wellbeing as they transition to KS4 and make their first independent decisions through Options.
10	RSE Workshop	5 rotating workshops based on Diversity utilising outside speakers.	Ensuring that elements of the curriculum are covered in an engaging way which reflect different cultures and religions and promote

			tolerance and respect in both the wider community and the school setting.
11	Careers and Revision Workshop	CV writing – with local businesses supporting students with what they are looking for Mock Interview sessions - build student confidence with skills which have been underdeveloped over C19 period. Final Revision skills and Exam resilience workshop.	Students have not had the level of face to face opportunities which their peers have been afforded and need to build their confidence with other adults in order that they succeed post-16 and remain in training or education.