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| **Year Group** | **Autumn** | **Spring** | **Summer** |
| Year 7 | Rules and boundaries- Being kind and unkind, friendships.  Identify some key features of positive friendships and how they can make us feel. | Safety in the community- Road safety and stranger danger  Identify rules and procedures in school that help keep us safe. (fire drill, class rules, playground rules) | People who can help us- Emergency services  Identify what is meant by an emergency. |
| Year 8/9 Year 1 | Looking after our bodies- (Personal hygiene, exercise , healthy eating, dental health, sleep)  Recognise what is meant by a healthy lifestyle. | Emotions and Feelings- Recognising emotions in ourselves and others  Identify times when we might feel angry or sad because of someone’s behaviour towards us. | Internet safety- How to play games online safely  Recognise that not everything we see online is true. |
| Year 8/9 Year 2 | Change and loss- Changes to families, marriages, divorces, respite, bereavement, coping strategies for these. | Friendships and bullying- Building positive relationships, qualities of being a good friend, similarities and differences to others. | Personal well-being and developing self-confidence- Being happy with who we are. Identify some personal strengths and skills. |
| Year 10/11 Year 1 | Autumn 1- Good Emotional Health- Having appropriate relationships, good friendships and how these can affect our emotional health. *Links to social media and online comments.* How can we help people feel better?  Autumn 2- Influences on health and good emotional health- Drugs, smoking, alcohol, and medicines, gambling. Identifying things we can do to keep safe and things we need help with.  Describe influences and pressures.  Identify where and from whom to get help. | Spring 1- What is an emergency and what is medicine- Who can help us (111, 999) apps that can help us, filling in E consult forms  Recognise what a defibrillator is.  Spring 2- Keeping safe and bullying- Concerns, how to ask for advice when you aren’t comfortable around someone, who can keep us safe in different situations, people we trust. Identify occasions when someone might make us feel uncomfortable and that’s ok (doctors- Injections etc.) | Summer 1- Online safety- Media pressure and how this can affect people and their actions. Consequences of actions. Why is Trust different to ‘like’. Body Image and the way we look. Why people might want to change the way we look. Features of positive relationships.  Summer 2- Looking to the future- Life goals and ambitions (supported living, jobs, what they can access in their free time) Identifying our hopes and aspirations and identifying support we may need to achieve these. |
| Year 10/11 Year 2 | Autumn 1- Diversity and Inclusion- LGBTQ+ and gender stereotypes. Recognise what we all have in common despite differences.  Understanding different families and difficult relationships.  Autumn 2- Respectful relationships with friends, partners, family. Understanding different families and handling difficult relationships. Identify people to safely go to if worried or need help. The difference between people we know and people who we know that are ‘celebrities’. | Spring 1- How our interests change, things that we can do now that we couldn’t do when we were younger- link to different types of physical contact, What changes can we expect as we grow older- expectations from society.  Spring 2- Understanding of good and bad, good choices and bad choices, how do these choices influence our lives? Consequences, cause and effect. | Summer 1- Internet safety- Our online profiles- what is shared about us on apps and social media. Scams vs real messages (linking to banking apps, google maps etc.)Understand that information from our internet is gathered, storied and used by external organisations.  Summer 2- Mental and emotional health- Dealing with stress and anxiety amidst change and transition and understanding the consequences of our choices. |
| Year 12/13/14 Year 1 | Self-care- Strengths and target setting. Where we can find support in our community. | Identity and body image- British values, eating disorders, how we identify and express ourselves (including misogyny) | Healthy lifestyles in the wider world- Food, drinks, sleep, mindfulness- places we can go to support us with this (restaurants, gym etc.) |
| Year 12/13/14 Year 2 | Drugs, alcohol, gambling and substances- Substance abuse | Personal and economic awareness- Self advocacy, knowing personal information, being aware of finances, emergency contact details, identify proactive strategies they can use to regulate. | Discrimination and prejudice- Pride month, stereotyping (including gender stereotypes), religious freedoms. |
| Year 12/13/14 Year 3 | First aid course and accessing help.  Demonstrate some simple first aid  Procedures (e.g putting someone in the recovery position, responding to cuts or nose bleeds) | Law and order- Abuse, right and wrong, HBV actions and consequence- rights and responsibilities. | Topical issues- E- safety, grooming, fake profiles, CEOP, public, professional and private persona. |