

Monday	Wednesday	Friday
SAFEGUARDING LESSONS (HC/JL)	PHSE (HC)	CAREERS BASED LEARNING (SS)
<p>Safety in the home</p> <ul style="list-style-type: none"> • Spot the hazards • Hazards signs and symbols • Evacuation plan in case of fire • Electricity hazards • Medication hazards • Cleaning product hazards 	<p>Emotional Wellbeing</p> <p>10th Oct Mental Health Day</p> <p>November Men’s mental health(November)</p> <ul style="list-style-type: none"> • Talk about their emotions accurately and sensitively, using appropriate vocabulary • That happiness is linked to being connected with others • How to recognise the early signs of mental wellbeing concerns • Common types of mental ill health (e.g. anxiety and depression) • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others mental health • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness 	<p>Start Program Year 7-11</p>
<p>Road Safety</p> <ul style="list-style-type: none"> • Road safety awareness • Stop and search • Crime scenarios • Anti-social behaviour • Knife crime <p>(police speaker) Fearless.org website Knife crime Scotland</p> <p>Road safety week 15th -21st November</p>		<p>Duke of York Digital Enterprise Year 7-9</p>

<p>Peer Pressure</p> <ul style="list-style-type: none"> • Friendships • Gangs and community issues • County lines • Child exploitation • Social skills <p>15th -21st November Anti Bullying week</p> <ul style="list-style-type: none"> • Extremism and radicalisation • Criminal exploitation • Hate crime 	<p>Drugs Education</p> <p>15th -21st November Alcohol Awareness Week</p> <ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions • Substance misuse • The law relating to the supply and possession of illegal substances • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • The physical and psychological consequences of addiction including alcohol dependency • Awareness of the dangers of drugs which are prescribed but still present serious health risks • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so • Violence and exploitation by gangs over drugs 	<p>Making Informed Careers Choices Year 10/11</p> <ul style="list-style-type: none"> • Identify four sources of careers information help and support • Use the sources to identify four appropriate preferred careers • Report on basic requirements of the selected careers using the heading; qualifications, training, skills and expertise • Name own career choice • Produce a basic personal careers action plan for the selected career • Research requirements for entry into further and/or higher education • Describe at least three opportunities for lifelong learning beyond FE/HE
<p>Online Safety (police speaker) February 2022</p> <ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online. • How people may curate a specific image of their life online 		<p>Virtual tours of workplaces, Employer talks Visits to work places Year 7-11 Careers fairs 7-11 Dragons Den</p>

<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online • Not to provide material to others that they would not want shared further • The impact of viewing harmful content • How information and data is generated, collected, shared and used online • Over reliance on online relationships including social media • The risks related to online gambling including the accumulation of debt • How advertising is targeted at them and how to be a discerning consumer of information online • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support if they have been affected by those behaviours. 		
<p>Sexting (speaker) Laws around the following:</p> <ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence, and FGM and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and 	<p>Sex and Relationships Education</p> <ul style="list-style-type: none"> • Families – different types of committed, stable relationships, how they contribute to happiness, importance for bringing up children, marriage, roles and responsibilities of parents • Respectful relationships including friendships – characteristics of positive and healthy friendships, reconciliation and ending relationships, stereotypes, type of bullying, types of behaviour, equality (including equality act 2010) 	<p>Applying for jobs and Courses Year 10/11</p> <ul style="list-style-type: none"> • Complete a standard job or course application form • Produce a letter of application for a given job or course • Produce a CV • Explain five do’s or don’ts in completing application forms • Evaluate two given letters of application for a job or course in terms of, content, presentation and grammar

<p>when consent can be withdrawn, in all contexts, including online</p> <ul style="list-style-type: none"> • Link to PHSE - RSE 	<ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing • The main changes which take place in males and females, and the implications for emotional and physical health • Online and Media • Being Safe • The definitions and recognition of rape, sexual assault and harassment and choices permitted by the law around pregnancy • Intimate and sexual relationships including sexual health • Contraception • The Law • Marriage • Consent • Violence against women and girls • Online behaviours • Pornography • Abortion • Sexuality LGBTQ • Gender identity • FGM 	<ul style="list-style-type: none"> • Produce a list of six questions which might be asked by an interviewer and provide appropriate answers to each • Prepare three appropriate questions to ask the interviewer • Describe and explain the personal presentation skills required by an interviewee • Respond appropriately to questions asked in an interview • Ask three appropriate questions of the interviewer • Use appropriate body language • Identify three important criteria which might be applied in shortlisting or making appointments to a given job • Describe why each of the identified criteria is important
<p>Water Safety (fire service speaker)</p>		<p>CVs, application forms workshops Year 10/11</p>
<p>Fire safety (fire service speaker)</p>	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> • Personal hygiene, germs, including bacteria, viruses, how they are spread, 	<p>Colleges, visits, virtual tours, speakers Year 10/11</p>

	<p>treatment and prevention of infection, and about antibiotics</p> <ul style="list-style-type: none"> • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups and the dentist • The positive associations between physical activity and promotion of mental wellbeing including as an approach to combat stress (PE) • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill health (PE) • About the science relating to blood, organ and stem cell donation (Science) • KS4 Secondary pupils – the benefits of regular self-examination and screening • Including mental health • Contribution to hobbies, interests and participation in their own communities • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer (Cookery) 	
<p>Railway Safety (Network rail speaker)</p>		<p>Apprenticeships Information Year 10/11</p>
<p>Restart a heart CPR (speaker)</p>	<p>Citizenship Citizenship education is a foundation subject in the National Curriculum. It has a distinctive</p>	<p>Looking at Labour market information (what jobs are in the area in what sectors) Year 7-11</p>

<p>What to do in a medical emergency, who to call and what information is needed. (Nurse or ambulance speaker and demo)</p> <p>Basic First Aid</p> <ul style="list-style-type: none"> • Basic treatment for common injuries • Life-saving skills including how to administer CPR • The purpose of defibrillators and when one might be needed 	<p>focus, content and approach to learning, and presents students with important issues that need to be addressed in their own right, for example: • What does it mean to be a citizen of a society? • What are my rights and responsibilities as a citizen? • Who should govern society? • What kind of society do I want to live in? • What can I as a citizen do to change the society I live in, and how? What benefits does this have?</p> <p>Which aspects of citizenship are not addressed in other subjects? There is a significant core of learning – factual and conceptual – unique to citizenship education that is not properly addressed in other subjects. It includes: • legal rights and responsibilities – e.g. consumer rights, children’s rights, human rights • the justice system – e.g. criminal and civil law, role of the police • political aspects of diversity – e.g. national identity, inclusion, equality • central and local government – e.g. democracy and other forms of government, making and changing laws • the electoral system and the importance of voting – e.g. forms of representation • the work of voluntary groups – e.g. Amnesty International • the significance of the media in society – e.g. freedom of the press • the world as a global community – e.g. EU, Commonwealth, UN • aspects of the economy – e.g. taxation, public finance and services.</p>	
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	<ul style="list-style-type: none">• use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view• consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values <p>The Court system Potential visit to view courts (Edge Hill have mock courts and Preston Courts allow schools to visit if pre-booked)</p>	
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