

| | | Cycle 1 (2021-2022) | Cycle 2 (2022-2023) | Cycle 3 (2020 – 2021) |
|--------|---|---|---|--|
| Autumn | 1 | Maintaining physical, mental and emotional health and wellbeing. Making informed choices about Health and Wellbeing. Understanding the role and influence of the media on lifestyle | Making informed choices about health and wellbeing Maintaining physical, mental and emotional health and wellbeing | British values: Rights and responsibilities as part of diverse communities |
| | 2 | To develop team working skills | To develop flexibility and resilience | Identifying and accessing help advice and support. |
| Spring | 1 | Developing Healthy Relationships Maintaining Healthy Relationships | Feelings about Sex The law and consent | Sexually Transmitted Infections |
| | 2 | British values and equalities: Rights and responsibilities as part of diverse communities | British values: Developing rights and responsibilities as active citizens | Making informed choices about health and wellbeing |
| Summer | 1 | Recognising and Managing emotions within a range of relationships Managing loss | Contraception | Pregnancy and Parenthood |
| | 2 | Assessing and managing risks to health and to stay and keep others safe | British values and equalities: Rights and responsibilities as part of diverse communities | Making informed choices about health and wellbeing |



MEDIUM-TERM PLANNING

Aspiration for Life Differentiated, aspirational targets dependent on pupil needs. **Language for Life** Explicit teaching/ exposure to new and know vocabulary. **Learning for Life** Opportunities to develop cross curricular skills e.g. drama

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|--|--|---|---|---|--|--|--|--|
| CYCLE 1 – 2021-22 We will promote, develop, equip and prepare healthy learners for life. | Well-being & Social Media 7 weeks Maintaining physical, mental and emotional health and wellbeing - Personal hygiene and taking responsibility for own hygiene. - What, when and why? vaccinations and immunisations. - Feelings, emotions and fears about vaccinations Making informed choices about Health and Wellbeing - What is cancer? - Statistics – childhood? - How and why do people get it? Rare in children - How to check self – breasts and testicles - Cancer prevention: healthy lifestyles - Dealing with cancer in the family Understanding the role and influence of the media on lifestyle - What is media and why is it important? - How does the media portray young people, body image, health issues? - Understanding how identity is affected by media - Having a positive sense of self worth | Teamwork 7 weeks To develop team working skills - To recognise own core values - To clarify own core values and challenge them - How to set personal realistic targets and goals - How to set challenging targets and goals - Own identity as a learner, preferred learning styles | Healthy Relationships 6 weeks Developing Healthy Relationships - Characteristics and benefits of strong, positive, supportive, equal relationships. - Commitment - Respecting each other's opinions - Time for self and friends Maintaining Healthy Relationships - Characteristics and benefits of strong, positive, supportive, equal relationships. - Living together - Marriage - Commitment - Time for self and friends | British Values 6 weeks British values and equalities: Rights and responsibilities as part of diverse communities - Similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation - Recognise and challenge; stereotypes, prejudice, bullying and discrimination - The impact of stereotyping, prejudice, bullying and discrimination on individuals and communities | Emotions 5 weeks Recognising and Managing emotions within a range of relationships - Dealing with negative relationships. - Strategies to manage strong emotions. - Recognising unhealthy and abusive relationships. - Managing changes in relationships including the ending of relationships. Managing loss - The impact of: Bereavement, separation and divorce. - How to deal with the above. - Support networks. | Keeping Safe 7 weeks Assessing and managing risks to health and to stay and keep others safe - Risks in the classroom - Risks around school - Risks in the playground - Risks in the community - How to recognise risk including risk form online relationships - How to reduce risk - Getting help in an emergency and risky situations - Understanding risk within the context of personal safety <ul style="list-style-type: none"> • Accident prevention • Road safety (crossing) • Bike safety How to respond in an emergency - What is an emergency? - Who can/should be contacted? - When should people be contacted? - First aid - Staying safe and keeping calm - Making good choices to help others. | | |
| | SUGGESTED ACTIVITIES | | | | | | | |
| | | Personal hygiene talk about how to keep clean, hand washing with powder and UV torch. Cancer- what is it, statistics, how to check yourself, how and why people get it and dealing with cancer in the family. Explanation of immunisations, vaccinations, and what they are for-get nurse in if possible. Help get over the fear of needles. Influence the media has on us through adverts, design a chocolate bar. Show pictures of teenagers and ask what pupils think. Show media perception of teenagers. Promote pupils self-worth. | Teamwork activities, treasure hunt around school in two teams. Starters: get into height order without speaking, then without looking and age order. Stand on a bench and get into a specific order without standing on the floor. Pass a ball under and over quickest wins. | Friendships, what are good characteristics of a good friend, who is your friend and why. Draw or have a phot with your friend and write a sentence about why they are your friend. What is a relationship and who can we have relationships with. What is a date, choose perfect date. Role-play. How a relationship progresses from date one. What is marriage, how do people get to be married. Go through what happens and needs to be done for a wedding. Plan a wedding and role-play. | Why people are different, list 5 differences between the person next to you. All the differing races, religions, genders and sexual orientations in our communities. What is stereotyping and the main stereotypes we have e.g. a man is a builder a woman is a nurse. What is prejudice? What is Bullying, how to help someone or yourself if you are being bullied. Scenarios, how to help. Our rights and responsibilities in our school, house and community. | Managing loss and bereavement and how to deal with it. And dealing with the end of a relationship. Positive and negative relationships. What does a positive and negative relationship look like, scenario/role-play. Divorce and separation. What is a support network and how can it help, who is in your support network. | Difference between a risk and a hazard and how to spot them. Risks and hazards in our school/classroom. Road/Bike safety. Basic first aid – how to deal with common injuries / head injuries. Emergency calls, who do we need for each situation and how do we contact them. | |

We will promote, develop, equip and prepare healthy learners for life.

INTENT

VOCABULARY

Hygiene
Vaccinations
Immunisations
Needles
Cancer
Media
Self-worth

Teamwork
Personal
Targets
Realistic
Challenging
Communication
Leadership

Relationship
Dates
Friendship
Commitment
Respect
Marriage
Equal

Britain
Values
Equalities
Rights
Responsibilities
Diverse
Communities
Race
Culture
Sexual Orientation
Stereotype
Prejudice

Bereavement
Separation
Divorce
Positive
Negative
Relationship
Support/Support network
Emotions
Feelings

Risk
Hazard
Safety
First aid
Emergency

IMPLEMENTATION

Week 1: Personal Hygiene
Week 2: Cancer
Week 3: Vaccinations and immunisations, fear of needles – Nurse
Week 4: Media influence.
Week 5: Media- portray young people and body image and health Image
Week 6: Self-worth.
Week 7: Assessment

Week 1-4: Teamwork activities
Week 5-6: Treasure hunt around school
Week 7: Assessment

Week 1: Friendship
Week 2 + 3: Relationships
Week 4 + 5: Marriage
Week 6: Assessment

Week 1: Our Communities
Week 2: Our rights and responsibilities
Week 3: Bullying
Week 4: Prejudice
Week 5: Stereotyping
Week 6: Assessment

Week 1: Bereavement, managing loss
Week 2 + 3: Positive and negative relationships-role play
Week 4: Divorce/relationship ending
Week 5: Assessment

Week 1: Risks and hazards in school
Week 2: Risks and hazards outside school
Week 3: Road safety in school
Week 4 : Road safety – clod lane
Week 5 : Basic first aid
Week 6: Emergency services
Week 7: Assessment

MEDIUM-TERM PLANNING

| Aspiration for Life | Differentiated, aspirational targets dependent on pupil needs. | | Language for Life | Explicit teaching/ exposure to new and know vocabulary. | | Learning for Life | Opportunities to develop cross curricular skills e.g. drama | |
|---|--|--|---|---|---|-------------------|---|--|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | |
| Well Being | Flexibility & Resilience | Sex | British Values | Sex | British Values | | | |
| 7 weeks | 7 weeks | 6 weeks | 6 weeks | 5 weeks | 7 weeks | | | |
| <i>Making informed choices about health and wellbeing</i> | <i>To develop flexibility and resilience</i> | <i>Feelings about Sex</i> | <i>British values: Developing rights and responsibilities as active citizens</i> | <i>Sexual Intercourse</i> | <i>British values and equalities: Rights and responsibilities as part of diverse communities</i> | | | |
| <p>Maintaining physical, mental and emotional health and wellbeing</p> <ul style="list-style-type: none"> - Understanding self-esteem and how this can change with personal circumstances; family, friendship, achievements and employment - Personal: qualities, attitudes, skills and achievements - How the above affect confidence and self-esteem when they are evaluated by others. - Recognising personal strengths - Self-confidence and self esteem - Accepting helpful feedback - Rejecting unhelpful criticism | <ul style="list-style-type: none"> - Identifying own strengths, interests, skills and qualities - Understanding resilience and flexibility and its importance | <p>The law and consent</p> <ul style="list-style-type: none"> - Sexuality - Sexual attraction - The role of sex in media - Harmful content and contact online - Sexual behaviour - Recognising the impact of drugs and alcohol on choices and sexual behaviour - Managing unwanted attention – including harassment and stalking. - Age of consent and what the law says. - Having an awareness of: exploitation, abuse, rape and how to respond. - Understanding consent and respecting wishes of people - Manipulation and persuasion – how to respond to this. - Grooming - Respecting other cultures and faiths. | <ul style="list-style-type: none"> - Political system and democracy. - Role of parliament and the monarch. - Operation of parliament – voting, elections, political parties - Precious liberties - Justice system - Rules and laws - Role of police, operation of courts and tribunals | <ul style="list-style-type: none"> - Consent - To assess readiness for sex. - What is Sexual Intercourse? - How do we do it? - How can we stay safe? - Where should Sexual Intercourse take place? - Outcomes of sexual intercourse - Feelings during Sexual Intercourse - Types of sex <p>Contraception</p> <ul style="list-style-type: none"> - Types of contraception - What they do to our bodies - How they are used - Services to be accessed to get contraception - Using contraception - Understanding the impact of not using contraception. - How an egg is fertilised | <ul style="list-style-type: none"> - Potential tensions between human rights, British law, cultural and religious expectations and practices, radicalisations - How to react to these - How to help and support others in diverse communities - How to access and be part of different communities - Who to contact if in fear about something happening as part of a diverse community | | | |
| SUGGESTED ACTIVITIES | | | | | | | | |
| <p>Reasons why the pupils are amazing.</p> <p>Yoga.</p> <p>Healthy and unhealthy food.</p> <p>Exercise and circuit training.</p> <p>Mindfulness session, meditation.</p> <p>Promote our wellbeing by listening to songs we like, comic book of our perfect day.</p> | <p>Flexibility and resilience</p> <p>PowerPoint, what it means and how we develop them.</p> <p>Build a bridge across tables, weight placed on to collapse bridge, show resilience to re-build.</p> <p>Think positive, how to deal with problems that occur.</p> <p>Flexibility and resilience games e.g. musical chairs, keep a balloon up, and pass a hula-hoop and Jenga. Learn to lose.</p> <p>Build a tower out of 10 Jenga blocks, staff keep knocking it down, pupils keep rebuilding. How might these skills help us in the community?</p> | <p>Body parts on males and females.</p> <p>Learn about what sex is and what sexuality is.</p> <p>What is alcohol, which drinks are alcoholic and non-alcoholic?</p> <p>Legal and Illegal drugs.</p> <p>What is grooming and rape? Why and how do we respect people?</p> <p>Inappropriate touching.</p> | <p>Introduce politics and British law.</p> <p>Create their own political parties; manifesto, new rules and laws in class, make rosettes, campaign posters, film manifesto videos and the have an election with ballot paper.</p> <p>Role of Police in our lives and what they do for courts and us.</p> | <p>Body Parts.</p> <p>What is sex? Where should it be done? Types of sex?</p> <p>Feelings about sex, and results of sex?</p> <p>Putting a condom on a plastic Penis.</p> | <p>Our community and who lives there e.g. race, sexual orientation and religion.</p> <p>Who might fall out and why?</p> <p>Things our community do together- street parties, fairs, tea parties to get communities to come together.</p> <p>Who is there to help in our community?</p> <p>Graffiti.</p> <p>Human rights, what are they, how they help us. Children's rights.</p> <p>What is radicalisation? How could it happen? What to do if you are worried about what someone else is saying or doing</p> | | | |

VOCABULARY

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|--------------------|-------------|--------------|-------------------|--------------------|------------------|
| Wellbeing | | Sex | Politics | Penis | Britain |
| Self-esteem | Resilience | Sexuality | Justice system | Vagina | Values |
| Confidence | Flexibility | Consent | Court | Breasts | Rights |
| Positivity | Strengths | Drugs | Parliament | Testicles | Responsibilities |
| Personal Strengths | Weaknesses | Alcohol | Democracy | Sex | Diverse |
| Qualities | Skills | Manipulation | Elections | Sexual intercourse | Communities |
| Skills | Qualities | Grooming | Political Parties | Contraception | Graffiti |
| Achievements | | Respect | Labour | Fertilised | Human rights |
| Mindfulness | | Abuse | Conservative | Condoms | Equality |
| | | Rape | Liberals | Pill | |
| | | Appropriate | Brexit | | |

IMPLEMENTATION

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|--|---|---|---|---|---|
| <p>Week 1: Why are we amazing</p> <p>Week 2: Yoga Session</p> <p>Week 3: Healthy food</p> <p>Week 4: Exercise and circuit training</p> <p>Week 5: Mindfulness and meditation</p> <p>Week 6: Promote wellbeing</p> <p>Week 7: Assessment</p> | <p>Week 1: Introduce Resilience and flexibility</p> <p>Week 2 + 3: Collect and build a bridge with sticks</p> <p>Week 4: Think positive training</p> <p>Week 5: Flexibility and resilience games</p> <p>Week 6: Jenga Tower</p> <p>Week 7: Assessment</p> | <p>Week 1: Body parts</p> <p>Week 2: Sex/Sexuality</p> <p>Week 3: Drugs</p> <p>Week 4: Alcohol</p> <p>Week 5: Grooming /Rape/Respect/appropriate touching</p> <p>Week 6: Assessment</p> | <p>Week 1: Introduction to politics</p> <p>Week 2, 3 + 4: Create a politic party</p> <p>Week 5: Role of police, operation of courts and tribunals</p> <p>Week 6: Assessment</p> | <p>Week 1: Body parts</p> <p>Week 2 + 3: What is Sex? And results of sex</p> <p>Week 4: Contraception</p> <p>Week 5: Assessment</p> | <p>Week 1: Our community and who lives there-tensions?</p> <p>Week 2: People who help us in our community?</p> <p>Week 3: Graffiti</p> <p>Week 4: Human Rights</p> <p>Week 5: Things our communities do and why?</p> <p>Week 6: Street party</p> <p>Week 7: Assessment</p> |
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MEDIUM-TERM PLANNING

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| Aspiration for Life | Differentiated, aspirational targets dependent on pupil needs. | Language for Life | Explicit teaching/ exposure to new and know vocabulary. | Learning for Life | Opportunities to develop cross curricular skills e.g. drama |
|----------------------------|--|--------------------------|---|--------------------------|---|

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|-----------------------------|--|--|---|--|--|--|--|
| CYCLE 3 - 2020-21 | We will promote, develop, equip and prepare healthy learners for life. | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | | British Values 7 weeks | Help & Wellbeing 7 weeks | STI 6 weeks | Wellbeing 6 weeks | Pregnancy & Parenthood 5 weeks | Wellbeing 7 weeks |
| | | <p>British values: Rights and responsibilities as part of diverse communities</p> <ul style="list-style-type: none"> - To recognise how their values influence their choices - Discrimination and how to respond when being discriminated against - Responsibilities towards those who are experiencing discrimination - Primacy of human rights - How to safely access sources of support for themselves and peers - What to do if they have concerns or fears about their rights being undermined or ignored - Recognising they have the same rights to opportunities in learning and work | <p>Identifying and accessing help advice and support</p> <ul style="list-style-type: none"> - Positive and negative roles played by drugs and alcohol in society - Legal and illegal substances: alcohol, tobacco, volatile substances and cannabis - Laws relating to their supply, use and misuse - How to identify when self or others need help - Who can help? - Where to go for support and advice - Why it's important to access help, support and advice - Side effects of substance misuse <p>Making informed choices about Health and Wellbeing</p> <ul style="list-style-type: none"> - Recognise the influence on their decisions about the use of substances - Managing peer influence on use of substances - Challenging own perceptions and beliefs - Personal risks and consequences of substance use and misuse - Benefits of not drinking alcohol and smoking (not harming others with second hand smoke) - Risks and consequences of 'experimental' and 'occasional' substance use. - Vocab 'dependence' and 'addiction' - Safe use of prescribed over the counter medicines | <p>Sexually Transmitted Infections</p> <ul style="list-style-type: none"> - Types of infections and diseases - How they are contracted - How they can be treated - Where they can be treated - Infections and diseases that are for life. - Impact of STI's on our bodies | <p>Making informed choices about health and wellbeing</p> <ul style="list-style-type: none"> - What constitutes a balanced diet? - The benefits of a balanced diet - Risks associated with obesity - What is obesity? - Risks associated with dieting - What is dieting and why do people do it? - What might influence their decision about eating a balanced diet? <p>Maintaining physical, mental and emotional health and wellbeing</p> <ul style="list-style-type: none"> - Eating disorders - Recognising when self or others need support if they have an eating disorder - Sources of help and strategies to access it. - Understanding the benefits of physical activity and exercise - Importance of sleep - Recognise and manage what influences their choices about exercise - Importance of a balance between work, leisure and exercise <p>Identifying and accessing help advice and support</p> <ul style="list-style-type: none"> - What is a local health services? - Why would we need to access them? - How would we access them? - Who can support us in decision-making? | <p>Pregnancy and Parenthood</p> <ul style="list-style-type: none"> - Parenting skills - Qualities of central importance to family life. - Consequences of unintended pregnancy. - Teenage pregnancy - Fostering/adoption - Fertility and how it can be affected by STI's and age. - Options for people who are trying to conceive. | <p>Making informed choices about health and wellbeing</p> <ul style="list-style-type: none"> - Characteristics of mental health - Characteristics of emotional health - Strategies for managing mental health - Strategies for managing emotional health - Managing growth and change as normal parts of growing up: physical and emotional changes of puberty and adolescence |
| SUGGESTED ACTIVITIES | | | | | | | |
| | | <p>Responsibilities in our community- litter picking.</p> <p>Human rights- what they are and what are children's rights.</p> <p>What are the most important draw/write them.</p> <p>Right to education and work</p> | <p>Legal and illegal drugs</p> <p>Alcohol- types of alcohol, wear beer goggles.</p> <p>Effects of smoking-make a no smoking poster</p> | <p>What types of infections and diseases? How do you contract them? How would they affect you? Looking at both short and long term effects. How can you avoid developing these disease? Where to go for help- parents / doctors / school nurse? How can they be treated?</p> | <p>Plan a healthy lifestyle week</p> <p>Healthy or unhealthy food</p> <p>Food types/categories</p> <p>Physical activities</p> | <p>Pregnancy- how it happens,</p> <p>Parenthood- practice looking after a baby (doll) role-play.</p> <p>What are STI's how do they happen, what are the effects and how to get rid of them.</p> | <p>Basic emotions- how we feel and why, what makes us happy and sad. Guess the emotion based on a photo.</p> <p>Physical activities which are good for our physical and mental health- Yoga and exercise class.</p> <p>What is puberty and how does it affect us?</p> <p>What is adolescence?</p> |

We will promote, develop, equip and prepare healthy learners for life.

INTENT

VOCABULARY

Human Rights
Values
Britain
Discrimination
Diverse
Community
Rights
Responsibilities

Drugs
Alcohol
Legal
Illegal
Misuse
Health
Wellbeing
Dependence
Addiction

Sexually Transmitted diseases (STI's)
Sex
Infections
Diseases
Contracted
Treatment

Balanced diet
Healthy
Unhealthy
Obesity
Eating disorders
Physical activity
Exercise
Leisure

Parenting
Parenthood
Pregnancy
Fostering
Fertility
STI's
Conceive

Mental health
Emotional health
Physical and emotional changes
Puberty
Adolescence

IMPLEMENTATION

Week 1: Our community and who lives there?
Whose there to help.
Week 2 +3: Litter picking tidying outside of school
Week 4: Human/Children rights
Week 5: Education
Week 6: Right to work
Week 7: Assessment

Week 1 + 2: Alcohol
Week 3 + 4: Smoking
Week 5 + 6: Drugs
Week 7: Assessment

Week 1: Body parts
Week 2: Infections and diseases – cause and impact
Week 3: Ways to avoid
Week 4: Where to get help / treatment
Week 5: Long and short term
Week 6: Assessment

Week 1: Healthy lifestyle week-plan a week including food and exercise
Week 2: Healthy or unhealthy
Week 3: Food types
Week 4 + 5: Physical activities to keep fit.
Week 6: Assessment

Week 1: Pregnancy
Week 2 + 3: Parenthood role-play
Week 4: STI
Week 5: Assessment

Week 1: Emotions
Week 2: Mental health
Week 3: Emotional health
Week 4: Puberty /Adolescence
Week 5: Yoga
Week 6: Exercise class
Week 7: Assessment