LIFE Curriculum

The LIFE curriculum is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives.

The LIFE curriculum encompasses:

- Personal, Social, Health and Economic education (PSHE)
- Spiritual, Moral, Social and Cultural education (SMSC)
- Relationship and Sex Education (RSE)
- Careers Education Information and Guidance (CEIAG)
- Religious Education (RE)
- Citizenship.

The formal delivery of lessons is supported by the co-curricular offer.

The curriculum offer has been carefully constructed using the statutory guidance from the DFE, the PHSE association framework, RE for REal, Religion and Worldviews: The Way Forward (Final Report) , the Gatsby benchmarks and expertise within the academy and Trust.

The academy aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning, grouped into five core themes:

- Living in the Wider World
- Health & Wellbeing including Relationship and Sex Education (RSE)
- Global citizenship
- World Views including Religious Education (RE)
- Careers education

As a school, we aim to build on and complement the learning that has already started at home and within other aspects of the academy to provide the knowledge, understanding and skills that children and young people need to lead healthy, fulfilling and meaningful lives, both now and in the future.

As part of a whole school approach, the LIFE curriculum develops the skills, knowledge, qualities and attributes students need to thrive as individuals, family members and individual members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such a rapidly changing and challenging world. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. Topics and lesson content have been carefully crafted to ensure that they are age appropriate.

The LIFE curriculum has been designed to be proactive as well as reactive. The programme content is adapted according to the individual context of the academy and the students within it.

The skills of debate and listening to the opinions of all are a cornerstone of the LIFE curriculum. Across the academy, students are encouraged to share their opinions and ask questions to ensure that they have all the facts that will later help them make informed decisions. Encouraging students to appropriately make their voice heard, express their thoughts, opinions and ideas in a thoughtful and structured way is a fundamental part of the LIFE curriculum.

Years 7, 8 and 9

At Key Stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. Our LIFE curriculum acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills that equip them for the opportunities and challenges of LIFE. Students learn to manage diverse relationships, their online lives and the increasing influence of peers and the media.

Years 10 and 11

At Key Stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3. Our LIFE curriculum reflects the fact that students are moving towards an independent role in adult life, taking greater responsibility for themselves and others.

Religious Education (RE)

Our provision of Religious Education has been coherently designed and implemented across the Trust. Importantly this provision is localised to meet the unique identity of each academy and its local community. Although not required, Werneth follows their locally agreed syllabus for religious education as defined by the local Standing Advisory Council on Religious Education (SACRE).

The Religious Education curriculum is delivered through allocated LIFE lessons. These may be discrete LIFE lessons for example in half term four where Religious Education is the focus of the theme ‘World Views’ or lessons where Religious Education is a thread that runs through specific lessons or topics.

The LIFE curriculum covers a range of areas and therefore has been devised to allow academies to deliver a personalised curriculum to their students ensuring they are able to meet the developing needs of their students, their local context and community.

Students will focus on Christianity to reflect the nature of the UK, a largely Christian country, they also consider at least one other world religion from the remaining five major world faiths, along with Humanism, philosophical and ethical dilemmas.

Through the LIFE curriculum students study core content on Christianity, Islam, Sikhism, Hinduism, Judaism and Buddhism. There is an emphasis on studying a broad range of religions throughout the curriculum. The curriculum focuses on both the thematic study of religion and the lived experience of those who are religious and non-religious. There is an emphasis on developing students' religious literacy through analysis of religious texts and building a solid knowledge of tradition.

The curriculum acknowledges the deep and complex plural nature of world views within Britain. The curriculum also develops students' knowledge and understanding of non-religious world views such as humanism, atheism and environmentalism. The curriculum focuses on developing students' ability to respond to controversial issues and prepare them for life in modern Britain. Werneth Schools teaching of religion and worldviews is rigorous and highly challenging, helping to gain a coherent knowledge and understanding of religious and spiritual expression in the local community, Britain and the world. Each lesson has enquiry at its core, thereby inspiring students' curiosity as well as developing a sense of themselves and those who live around them.

Aims of the programme of study are:

- To enable students to be familiar with a body of religious knowledge, principles, skills and vocabulary.
- To contribute to the moral, social, ethical and religious development of the students.
- Develop knowledge of religious literacy and lived experience.
- To develop an awareness in students of the implications of religion for the individual, the community and the environment.
- To allow students to develop informed opinions and be able to support them by reasonable arguments that recognises the possible limitations of the ideas and concepts used.

In addition, the whole school co-curriculum offer includes assemblies on Christmas, Easter and Interfaith Week, regular special events such as religious experience days, remembrance services and the Holocaust Memorial Day assemblies.

Right to Withdrawal from RE

In accordance with section 71(1) of the School Standards and Framework Act 1998, parents have the right to withdraw their children from all or part of Religious Education (RE) lessons and collective acts of religious worship. The school provides alternative supervision for any pupils who are withdrawn, ensuring they are safely accommodated within the school building during these times. If you wish to exercise your right to opt out your child from RE or collective worship, please submit a formal request in writing to the Principal so that appropriate arrangements can be put in place.

Personal, Health, Social and Economic Education (PHSE)

As a whole school, we focus on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships; with particular reference to friendships, family relationships and relationships with other children and adults in all contexts - including online.

These building blocks sit alongside the essential understanding of how to be self-aware, resilient, and healthy - both physically and mentally. In addition to developing an understanding around making informed lifestyle choices and health related decisions. The life skills taught in these lessons are then supported by, built upon and reinforced within the wider school curriculum.

- Positive relationships
- Relationship values
- Forming and maintaining respectful relationships

- Consent
- Contraception
- Social influences and social norms

School Values, British Values and Life in Modern Britain

Guided by our core values of Respect, Kindness, Hard Work, and Strong Communication, we strive to develop confident, compassionate, and ambitious young people who are ready to succeed both in school and beyond. These values shape every aspect of school life, from the way we learn and work together to the standards we set for ourselves and each other. These values are embedded across the Life curriculum.

Spiritual, Moral, Social & Cultural (SMSC) development and appreciation of British Values are integral parts of academy life, however by their very nature they will be addressed more frequently and in more detail during LIFE lessons.

Through the curriculum and co-curriculum offer, we actively promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, to prepare our students for life in modern day Britain.

Our LIFE lessons enable our students to understand the British democratic process and how to affect peaceful changes in society. It enables them to recognise, accept and shape their identities; to understand and accommodate difference and change; to manage emotions and to communicate constructively in a variety of settings.

Relationship and Sex Education (RSE)

We understand the importance of educating pupils about relationships, sex and their health, for them to make responsible and well-informed decisions in their lives. RSE is taught in accordance with the DfE revised statutory Relationships Education guidance effective September 1st 2026.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. The RSE curriculum offer allows us to promote spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society in addition to reinforcing social norms.

Careers Education Information and Guidance (CEIAG).

Our comprehensive careers programme is designed to support our students at all stages of their learning journey. The delivery of CEIAG through the LIFE programme has been designed to support students at all stages of their learning journey. This programme provides students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

Our careers programme supports the achievement of the eight Gatsby Benchmarks as detailed in the Department for Education's Statutory Guidance, January 2018.

As part of our LIFE programme we have discrete Careers lessons for all year groups.

Overview by theme:

Autumn 1 - Health, Wellbeing and Relationships (RSHE) - School Value "Good Communication") – 7 Weeks

Lesson	Year 7	Year 8	Year 9	Year 10
1	My future - How do I Manage Change?	What do we mean by family diversity? *(Stereotypes inc Gender, LGBT+, Religion)*	What is prejudice?	What is sexual harassment?
2	What makes a good friend? *(What is the religious perspective?)*	How does the media portray relationships?	What makes a relationship unhealthy?	What is sexual assault?
3	How can I spot toxic friendships?	How do we manage conflict?	What is meant by consent and what does the law say?	Why is the Equality Act 2010 so important? And what are protected characteristics?
4	What is bullying?	What do we mean by marriage and divorce? *(How do the major religions view marriage and divorce?)*	How do we manage peer pressure?	What is homophobia?
5	How do I manage friendship issues?	What is the difference between forced and arranged marriage? *(inc religious views)*	What is grooming and how can we prevent it?	What is sexism?
6	What is Cyber Bullying? (includes unwanted contact online)	How do we cope with loss and bereavement? *(What role can faith play?)*	What is sexual exploitation?	What is transphobia?
7	How do I keep myself safe online?	What are rights and responsibilities?	What is honour based violence?	What are the benefits of regular self-examination and screening?

Autumn 2 - Economic Well-being and Careers Education (CEIAG) (School Value “Good Communication” “Respect” and “Hard Work”) – 5 Weeks

Lesson	Year 7	Year 8	Year 9	Year 10
1	How does school life prepare me for my future?	What are the similarities and differences between school and the world of work?	What type of career are you best suited to? *(How should employers accommodate religious views?)*	How do I choose the right career path?
2	Why should I consider volunteer work?	What is a budget (including debt, Debit/Credit Cards)?	Is it a job or a career? *(Headspace-religion inspired career.)*	How do I select the right college and course?
3	What are my responsibilities in the workplace?	Why are savings and saving important?	How do you make the right impression?	What is university life like?
4	What are gender stereotypes? *(Religious stereotypes)*	What are personal finances? - receiving an income	What does the Local Market Information look like?	What is an apprenticeship?
5	What are the key career growth areas locally and in the UK? Linked to LMI	What is Tax and how does it work?	How do qualifications help with progression? *(How does the law support religion and beliefs?)*	How can I make my application stand out?

Spring 1 - Religion and World Views (School Value "Respect") – 7 Weeks

Lesson	Year 7 ***Why is service an important concept to those with a religious worldview?***	Year 8 ***How does a Worldview influence how we respond to the world?***	Year 9 ***Is Buddhism the solution to inner peace and happiness?***	Year 10 ***Should all spiritual experiences be believed?***
1	What is a worldview?	How does a sense of spirituality influence how we make moral decisions?	What do we mean by inner peace?	What are spiritual experiences?
2	What does it mean to serve (Christianity and Islam)?	How does the life and death of Jesus influence how Christians make moral decisions?	Who is the Buddha and what did he teach about inner peace and enlightenment?	Why is there a rise in those who are non religious but spiritual?
3	Why was service an important concept for Guru Nanak?	How does the life of Prophet Muhammad influence how Muslims make moral decisions?	How do the Buddha's teachings about suffering offer a route to enlightenment for Buddhists?	What do Holy Books say about spiritual experiences?
4	How important is service in Sikhi places of worship?	Do religions support fighting war?	How do the Four Noble Truths and Eightfold Path influence Buddhists today?	Are dreams valid examples of spiritual experiences?
5	Why is Sewa an important concept in the Sikh faith?	What is Jihad and how does it help Muslims to make decisions about going to war?	Is meditation the route to inner peace for Buddhists and non-Buddhists?	Should we believe children's spiritual experiences?
6	Why was Khalsa and Ahimsa important to the early Sikhi communities and what does it mean to the modern day Sikhi community?	How does pacifism influence decision making about war?	Should devotion to a religion or a worldview be fluid or fixed?	What have philosophers said about spiritual experiences?
7	Written Assessment	Written Assessment	Written Assessment	Written Assessment
Experiences	To complement the Religious Education offer within the LIFE curriculum, students will visit and take part in learning activities at the following places of worship during their time at the academy. Mosque – Muslim place of worship, Mandir – Hindu place of worship, Gurdwara – Sikh place of worship, Church or Cathedral – Christian place of worship, Synagogue – Jewish place of worship			

Spring 2 - Living in the Wider World (Economic Well-being) ("Kindness")– 6 Weeks

Lesson	Year 7	Year 8	Year 9	Year 10
1	What is the link between identity and belonging?	Teenagers - what is a stereotype?	How can I support my mental wellbeing?	What is the difference between a dictatorship and democratic society?
2	What are British Values and why are they important?	Does social media lead to FOMO?	What are our human rights? (inc Protected Characteristics) and how do our human rights work in action?	What is Parliament and how does it work in the UK?
3	How do British laws impact me?	What is diversity and cohesion?	Is it our responsibility to stand up to prejudice and discrimination in the world?	Why is voting important?
4	What is criminal justice?	What constitutes an asylum seeker and a refugee?	Is Britain doing enough to challenge Hate Crimes?	How does local government work?
5	How can we eliminate discrimination? (inc religious views)	What is your attitude towards homelessness?	Why is it important that we learn about hate crimes from the past?	What are left and right-wing views?
6	How can we eliminate poverty in modern Britain? (inc religious views)	What is radicalism, extremism and the PREVENT strategy?	What are our rights and responsibilities?	What is PREVENT? (Exploring differing religious views)

Summer 1 - Relationships, Sex and Health Education (RSHE) (School Values "Respect")– 7 Weeks

Lesson	Year 7	Year 8	Year 9	Year 10
1	What is unwanted contact?	What is Peer Pressure?	How do I make informed choices about relationships? *(What are the different religious views on intimacy?)*	How can we avoid negative risk taking behaviour?
2	What happens to my body during puberty?	How is body image affected by social media?	Why is reproductive health so important?	What are legal and illegal highs?
3	Why is personal hygiene important?	*How can I have positive mental wellbeing? (How can spirituality support your mental wellbeing?)*	What is FGM and why is it illegal?	What are county lines?
4	What constitutes risky behaviour?	How do I recognise an unhealthy friendship?	What impact does teenage pregnancy have on a teenager?	How does alcohol affect the body?
5	How do you minimise risk?	What are the effects of alcohol?	What are STIs and how are they prevented?	How can I improve my mental wellbeing?
6	What is Peer Pressure?	How do drugs impact on health and wellbeing?	What is sexual assault?	How might gambling and debt impact me?
7	What are the dangers of vaping?	Why is smoking/vaping harmful?	What are the dangers of pornography?	How can I deal with sexual pressure?

Summer 2 - Health and Wellbeing (RSHE) (School Values “Respect” and “Kindness”) – 7 Weeks

Lesson	Year 7	Year 8	Year 9	Year 10
1	What is first aid and CPR?	Why do teens get involved in knife crime?	How does my decision making affect my future?	How do I keep myself safe online?
2	How do you prevent someone from choking?	What do we mean by Criminal Responsibility?	How can I keep myself healthy?	How do I open a bank account?
3	How do you treat burns?	How do we stay safe on social media?	What are the implications of sexting?	What are my working rights?
4	How do you treat minor injuries?	Are we addicted to technology?	What is the law when it comes to social media?	How do I spot fake news?
5	What is Water Safety?	Why is good dental hygiene important?	What is the impact of creating and using malicious social media accounts?	How do I spot online scams?
6	What is Safety in the home?	What do I need to know about first aid?	How do I keep myself and others safe? (summer safety reminders planning)	How dangerous are cars? (Legality, mobile phones, speeding, drink driving)
7	Summer Safety Lesson	Summer Safety Lesson	Summer Safety Lesson	Summer Safety Lesson

Year 11

Session	A1 - CEIAG	A2 - Religion and World Views	SP2 - Health, Wellbeing and relationships
1	What is my future?	How can communities with diverse views and beliefs work together?	How do I deal with relationship pressure?
2	As an employee what are my rights and responsibilities?	What are the religious identities of British Jewish people?	What does the law say about consent?
3	Writing a C.V	How does Judaism manifest differently across different countries in the world?	How do I know if my relationship is healthy?
4	Preparing for an interview	Are religious traditions relevant to young people in the modern age?	What is effective revision and exam technique?
5	Mock interview	Why is the Bill on Assisted Dying so controversial?	What is stress and how do I cope with stressful situations?
6	How do I apply for college?	Should religion influence business decisions?	How do I respond in an emergency situation?

Year 11 Life themes are delivered during form time and assemblies each week. Then for a 2 week intensive block after each Mock Exam / assessment window in October, December and April.

PHSE Association Mapping

	By the end of secondary school pupils should know:	Y7 Topic/Lesson Focus	Y8 Topic/Lesson Focus	Y9 Topic/Lesson Focus	Y10 Topic/Lesson Focus	Y11 Topic/Lesson Focus
Families	That there are different types of committed, stable relationships.	Relationships.	Marriage, Divorce, Family Diversity, Forced Marriage/Honour Based Violence.	Family, relationships, love, relationship decisions, pressure, consent, control and coercion.	Healthy Relationships	SRE Relationships and healthy relationships
	How these relationships might contribute to human happiness and their importance for bringing up children.	Relationships.	Marriage, Divorce, Family Diversity, Forced Marriage/Honour Based Violence.	Family, relationships, love, relationship decisions, pressure, consent, control and coercion.	Healthy Relationships	SRE Relationships and healthy relationships
	What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	Relationships. Living together to create peace Beliefs and practices of the big 6.	Marriage, Divorce, Family Diversity, Forced Marriage/Honour Based Violence.	Family, relationships, love, relationship decisions, pressure, consent, control and coercion.	Healthy Relationships	SRE Relationships and healthy relationships
	Why marriage is an important relationship choice for many couples and why it must be freely entered into.	Relationships.	Marriage, Divorce, Family Diversity, Forced Marriage/Honour Based Violence.	Family, relationships, love, relationship decisions, pressure, consent, control and coercion.	Healthy Relationships	SRE Relationships and healthy relationships
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Relationships.	Marriage, Divorce, Family Diversity, Forced Marriage/Honour Based Violence.	Family, relationships, love, relationship decisions, pressure, consent, control and coercion.	Healthy Relationships	SRE Relationships and healthy relationships

	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	Relationships.	Marriage, Divorce, Family Diversity, Forced Marriage/Honour Based Violence.	Family, relationships, love, relationship decisions, pressure, consent, control and coercion.	Healthy Relationships	SRE Relationships and healthy relationships
Respectful relationships, including friendships	The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	Relationships - Friendship, toxic relationships, bullying, coping with friendship breakdowns, cyber bullying, online behaviour, Self-esteem.	Manage conflict, Marriage and divorce, Forced Marriage/Honour Based Violence. Peer pressure	Family, relationships, love, relationship decisions, pressure, consent, control and coercion.	Healthy Relationships, Valuing difference, prejudice.	SRE Relationships and healthy relationships
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Relationships.	Forced Marriage/Honour Based Violence.	Rights and responsibilities, Family, relationships, love, relationship decisions, pressure, consent, control and coercion.	Managing sexual pressure and delaying sex, Healthy Relationships	SRE Relationships and healthy relationships

	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice).	Relationships.	Living in Modern Britain - PREVENT, Discrimination, Democracy and Radicalisation	Family diversity, Honour based violence, Family, relationships, love, relationship decisions, pressure, consent, control and coercion.	Healthy Relationships, Valuing differences, Homophobia, disability discrimination, sexism, transphobia	SRE Relationships and healthy relationships
	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs	Relationships.	Friendships (Relationships)	Family, relationships, love, relationship decisions, pressure, consent, control and coercion.	Healthy Relationships	SRE Relationships and healthy relationships
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Primary to Secondary. Bullying, Prejudicial language.	Cyberbullying,	Family, relationships, love, relationship decisions, pressure, consent, control and coercion.	Healthy Relationships	SRE Relationships and healthy relationships
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Relationships.	Forced Marriage/Honour Based Violence.	Unhealthy relationships, Consent in relationships, Family, relationships, love, relationship decisions, pressure, consent, control and coercion.	Healthy Relationships	SRE Relationships and healthy relationships

	What constitutes sexual harassment and sexual violence and why these are always unacceptable?			Family, relationships, love, relationship decisions, pressure, consent, control and coercion, romantic relationships and sexual exploitation.	Healthy Relationships	SRE Relationships and healthy relationships
	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	World Views topics covers religion and beliefs	Marriage lesson World Views topics covers religion and beliefs	Family, relationships, love, relationship decisions, pressure, consent, control and coercion. World Views topics covers religion and beliefs	Healthy Relationships Homophobia Disability Sexism Transphobia World Views topics covers religion and beliefs	SRE Relationships and healthy relationships
Online and media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Friendships - Friendship Breakdown on social media (scenario only). Bullying Cyber Bullying Online Safety Living together to Create Peace Food and faith with OS		Private rights, Social Media, Reality TV/Living in the real world. Social Media		

	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	Minimising the risks Online Safety		Private rights, Social Media, Reality TV/Living in the real world. Making the right impression	Risks - Gambling (inc online gambling)	
	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Online Safety Minimising the risk Online Safety		Private rights, Social Media, Reality TV/Living in the real world. Privacy rights		
	What to do and where to get support to report material or manage issues online.	Bullying - Cyber Bullying		Private rights, Social Media, Reality TV/Living in the real world.		
	The impact of viewing harmful content.	Bullying - Cyber Bullying		Private rights, Social Media, Reality TV/Living in the real world.		
	How information and data is generated, collected, shared and used online.	Online Safety (privacy)		Private rights, Social Media, Reality TV/Living in the real world.		
	That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.		Body image	Private rights, Social Media, Reality TV/Living in the real world. Love		

	That sharing and viewing indecent images of children (including those created by children) is a criminal offence, which carries severe penalties including jail.	Online Safety		Private rights, Social Media, Reality TV/Living in the real world.		
Being Safe	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.		Lesson 5- Forced Marriage. Lesson 6- Honour Based Violence	Unhealthy Relationships Romantic and Sexual Exploitation Consent Peer Pressure	Healthy Relationships. County Lines.	
	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	Recognising good friends & peer pressure	Peer Pressure and risk taking behaviours	Consent	Healthy Relationships. County Lines.	Consent
Intimate and sexual relationships, including sexual health	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	Friendships/ Toxic Friendships	Forced Marriage/Honour Based Violence/ healthy and unhealthy friendships	Unhealthy relationships/romantic relationships and sexual exploitation/consent/consent 2/ peer pressure as a teen	Healthy Relationships.	Healthy relationships
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	Dealing with breakdown of relationships	Forced Marriage/Honour Based Violence/healthy and unhealthy friendships	Romantic relationships and sexual exploitation/	Healthy Relationships/ risk taking behaviour	Healthy relationships

	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.			Pregnancy/reproductive health		
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Peer pressure	Forced Marriage/Honour Based Violence/healthy and unhealthy friendships	Consent		
	That they have a choice to delay sex or to enjoy intimacy without sex.		Forced Marriage/Honour Based Violence/healthy and unhealthy friendships	Romantic relationships and sexual exploitation/		
	The facts about the full range of contraceptive choices, efficacy and options available.			Reproductive health	Contraception	Contraception
	The facts around pregnancy including miscarriage.			Pregnancy		
	That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	Relationships.		Religious attitudes towards abortion		
	How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	Relationships.		Pregnancy/reproductive health/STIs		STIs

	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			Pregnancy/reproductive health/STIs		Relationships/Healthy Relationships, Contraception, STIs
	How the use of alcohol and drugs can lead to risky sexual behaviour.	Risks (Alcohol, Tobacco, Substances).	Drugs & Alcohol		Risk Taking Behaviours - Legal/illegal high, alcohol. Personal Safety/Health.	Risk Taking Behaviours - Legal/illegal high, alcohol. Personal Safety/Health.
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.		Mental Wellbeing		Personal Safety/Health. TUTOR TIME & Assembly Programme.	TUTOR TIME & Assembly Programme.
Mental wellbeing	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Coping with friendship breakdowns, Puberty	Body image and mental health,. Loss and bereavement	Pressure and the media, Mental wellbeing	Mental Wellbeing.	Mental wellbeing, mental wellbeing - coping
	That happiness is linked to being connected to others.	Healthy habits. Friendships	Healthy body healthy mind, Healthy friendships.	Unhealthy relationships, Positive relationships, Mental wellbeing	Mental Wellbeing.	Mental wellbeing, mental wellbeing - coping
	How to recognise the early signs of mental wellbeing concerns.	Healthy habits. Friendships	Body image and mental health, Healthy body healthy mind	Social Media, Mental wellbeing	Mental Wellbeing.	Mental wellbeing, mental wellbeing - coping

	Common types of mental ill health (e.g. anxiety and depression).	Healthy habits. Friendships	Body image and mental health, Healthy body healthy mind.	Mental wellbeing	Mental Wellbeing.	Mental wellbeing, mental wellbeing - coping
	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.	My future	Body image and mental health, Healthy body healthy mind, Spirituality	Unhealthy relationships, Pressure and the media, Positive relationships, Mental wellbeing	Mental Wellbeing.	Mental wellbeing, mental wellbeing - coping
	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	My future	Healthy body healthy mind.	Mental wellbeing	Mental Wellbeing.	Mental wellbeing, mental wellbeing - coping
Internet Safety and harms	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and Information is targeted at them and how to be a discerning consumer of information online.	Online Safety.		Private rights, Social Media, Reality TV/Living in the real world.		
	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.	Online Safety.		Private rights, Social Media, Reality TV/Living in the real world.		

Physical health and fitness	The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.		Mental wellbeing, Resilience/coping strategies.			
	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 cardio- vascular ill health.		Mental wellbeing, Resilience/coping strategies. Alcohol and Smoking			
	About the science relating to blood, organ and stem cell donation.		Mental wellbeing, Resilience/coping strategies.			
Healthy Eating	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.		Healthy Body Healthy Mind			
Drugs, alcohol and tobacco	The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	Risks (Alcohol, Tobacco, Substances)	Drugs, Alcohol.	Drugs, Alcohol.	Risk taking behaviours. Legal/illegal highs. Alcohol.	Risk taking behaviours. Legal/illegal highs. Alcohol.
	The law relating to the supply and possession of illegal substances.	Risks (Alcohol, Tobacco, Substances)	Drugs, Alcohol.	Drugs, Alcohol.	Risk taking behaviours. Legal/illegal highs. Alcohol.	Risk taking behaviours. Legal/illegal highs. Alcohol.

	The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Risks (Alcohol, Tobacco, Substances)	Drugs, Alcohol.	Drugs, Alcohol.	Risk taking behaviours. Legal/illegal highs. Alcohol.	Risk taking behaviours. Legal/illegal highs. Alcohol.
	The physical and psychological consequences of addiction, including alcohol dependency.	Risks (Alcohol, Tobacco, Substances)	Drugs, Alcohol.	Drugs, Alcohol.	Risk taking behaviours. Legal/illegal highs. Alcohol.	Risk taking behaviours. Legal/illegal highs. Alcohol.
	Awareness of the dangers of drugs, which are prescribed but still present serious health risks.	Risks (Alcohol, Tobacco, Substances)	Drugs, Alcohol.	Drugs, Alcohol.	Risk taking behaviours. Legal/illegal highs. Alcohol.	Risk taking behaviours. Legal/illegal highs. Alcohol.
	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.	Risks (Alcohol, Tobacco, Substances)	Risks (Alcohol, Tobacco, Substances)	Drugs, Alcohol.	Risk taking behaviours. Legal/illegal highs. Alcohol.	Risk taking behaviours. Legal/illegal highs. Alcohol.
Health and prevention	About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.		Eating Healthy			
	(Late secondary) the benefits of regular self-examination and screening.					Self-Examination and Screening
	The facts and science relating to immunisation and vaccination.		TUTOR TIME Activity	TUTOR TIME Activity		

	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.		Mental wellbeing, health, diet, sleep, exercise etc.			
Basic first aid	Basic treatment for common injuries.	TUTOR TIME Activity/Drop Down	TUTOR TIME Activity/Drop Down	TUTOR TIME Activity/Drop Down	TUTOR TIME Activity/Drop Down	TUTOR TIME Activity/Drop Down
	The purpose of defibrillators and when one might be needed.	TUTOR TIME Activity/Drop Down	TUTOR TIME Activity/Drop Down	TUTOR TIME Activity/Drop Down	TUTOR TIME Activity/Drop Down	TUTOR TIME Activity/Drop Down
	Life-saving skills, including how to administer CPR.	TUTOR TIME Activity/Drop Down	TUTOR TIME Activity/Drop Down	TUTOR TIME Activity/Drop Down	TUTOR TIME Activity/Drop Down	TUTOR TIME Activity/Drop Down
Changing adolescent body	Key facts about puberty, the changing adolescent body and menstrual wellbeing.	Puberty.	Media, Body image, social media	Media and Body Image		
	The main changes, which take place in males and females, and the implications for emotional and physical health.	Puberty.	Media, Body image, social media	Media and Body Image		
SMSC	**Spiritual**. Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.	World Views - Living together to create peace Beliefs and practices of the big 6.	Word views- Muhammad, Jesus and Looking at Jihad and Pacifism	World views Buddhism/Sikhism	Christianity and Islam	
	Moral. Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.	Living in modern Britain-Racism	Fighting for peace and justice.	Sex and Relationships-Abortion	Prejudice and discrimination and Christian and Islamic responses	

	Social. Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the British values of democracy, the rule of law, liberty, respect and tolerance.	Living in Modern Britain - British Values, Racism/Religious discrimination, Evil/suffering, homelessness	Living in Modern Britain - PREVENT, Discrimination, Democracy and Radicalisation	Human rights	Democracy and dictatorship/voting	
	Cultural. Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.	Living in Modern Britain - British Values, Racism/Religious discrimination, Evil/suffering, homelessness. Living together to create peace Beliefs and practices of the big 6.	Living in Modern Britain - PREVENT, Discrimination, Democracy		Democracy and dictatorship/voting - Right and left wing political views	Food and Faith
Protected Characteristics	Protected Characteristics - Age, Disabilities, Gender reassignment, Marriage and Civil Partnerships, Pregnancy and Maternity, Race including colour, nationality, ethnic or national origin, Religion or belief, Sex, Sexual Orientation. **Ref Equality Act 2010.**		Living in Modern Britain - PREVENT, Discrimination, Democracy	Human rights	Homophobia Disability Sexism Transphobia World Views topics covers religion and beliefs	Protected Characteristics lesson

Religious Education Experience Days

At Werneth we know how much learning inside the classroom is enhanced by visits outside it. To complement the Religious Education offer within the LIFE curriculum, students will visit and take part in learning activities at the following places of worship during their time at Werneth School.

Places of Worship

- Mosque – Muslim place of worship
- Mandir – Hindu place of worship
- Gurdwara – Sikh place of worship
- Church or Cathedral – Christian place of worship
- Synagogue – Jewish place of worship