

Half term	Topic	Objectives	Key knowledge
Autumn 1 Health and wellbeing	Transition	1. To identify feelings around starting secondary school, and for a positive start to secondary school.	Being organised is an important skill to develop to help you be successful. Keeping drinking and eating regularly through the day helps with concentration Knowing who to talk to helps with anxiety
		2. To identify some of the major changes in my life and reflect on how I feel about them. To identify strategies to deal with things I find challenging. To recognise the importance of resilience.	Having routines in our lives helps with organisation and wellbeing. Regular exercise helps us to be healthy Talking to a range of people about your problems and knowing who to talk to
		3. To identify risks in my life and my new routine, and to identify ways to reduce the risk and develop strategies for personal safety.	Risks are in all areas of life and need to be identified. Not all risks are negative but the best way to mitigate against these is to be prepared and have strategies in place.
		4. To learn to identify when a situation is an emergency and requires action and which to avoid.	There are a range of attributes that are needed to help someone in distress. 999 is the number to call in an emergency

		5. To know how to establish and manage friendships, identify healthy and unhealthy friendships and know how and where to seek support.	Understanding, Empathy, Compassion, Kindness, Patience are good characteristics in a friend There are benefits to friendships and relationships.
		6. To Learn about the range of extra-curricular opportunities on offer at THS and the impact that behaviour and routines have on learning.	Extra-curricular activities help with routines and to develop character.
		7. To revisit missed learning, recap learning and address any misconceptions through assessment.	
Autumn 2 Living in the wider world	Careers	1. To discuss different forms of income, be aware of a range of jobs, careers and sectors and to know where to seek careers advice	Exploring which working environments are students suited to and what is available. Exploring what self-employment means and exploring different income for different jobs. Exploring the labour market and how AI will affect jobs in the future and Mrs Gould our Careers adviser
		2. To know which skills are useful for work and how to be enterprising, including skills of problem-solving, communication, teamwork,	There are 'hard skills' and 'soft skills' to master.

		leadership, risk-management, and creativity.	Skills for work can be developed now.
		3. To learn about the link between values and career choices and reflect on our own values.	There are benefits to aligning your career with your values. Integrity is important.
		4. How to identify and challenge stereotypes and understand the impact of stereotyping.	A stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person or thing Stereotyping can affect how we think about ourselves and what careers we can get in the future There is a gender pay gap in society
		5. To learn about inequalities which affect our life chances, and how to overcome them and to know what the equality act is.	The equality act is an important part of British Law and must be followed Bystanders can stand up for equality to ensure everyone is treated fairly
		6. To revisit missed learning, recap learning and address any	

		misconceptions through assessment.	
Spring 1 Relationships	Rights and responsibilities	1. To know what is meant by the word 'identity' and to understand your own identity.	
		2. To know what is meant by 'rights and responsibilities' and to consider how they relate.	With rights comes responsibility. As we grow up, we have increasing rights but also responsibilities and we are expected to do more.
		3. To understand what is meant by 'prejudice' and what to do if I witness or experience prejudice and question and reflect on my own views.	Unconscious bias is when we make decisions based on our prior experience, assumptions or interpretations, and we are not aware that we are doing it. Privilege is a special right, advantage, or immunity granted or available only to a particular person or group
		4. To know what bullying is and isn't and to understand the impacts of bullying on the perpetrator and victim.	Bullying is a serious matter as it is taken very seriously in schools. There is a difference between being bullying and unkindness. Bullying is repetitive and deliberate, often involving a power imbalance.
		5. To know how to support victims of bullying/discrimination and be	There are a range of actions which can constitute bullying

		empowered to be an active bystander and to know where to seek help.	There are processes students can take to report bullying at school There are a range of actions students can take to support students being bullied
		6. MVP lesson To know what to do when witnessing bullying or discrimination- scenario based.	There are a range of actions we can take as bystanders.
		To revisit missed learning, recap learning and address any misconceptions through assessment.	
Spring 2 Health and wellbeing	Keeping Healthy	1. To know how to make healthy lifestyle choices including diet, dental health, physical activity and sleep.	It is important to brush our teeth twice a day and see a dentist regularly The Eatwell guide is important to follow to ensure all the nutritional groups are being consumed and breakfast is important Good sleep is important for a healthy lifestyle
		2. To know how to manage physical and emotional changes during puberty and to know how to maintain personal hygiene.	Puberty is the process of physical changes through which a child's body matures into an adult body capable of sexual reproduction There are a range of changes that happen to the body which are physical and emotional Personal hygiene habits need to be well established
		3. To know how to manage influences relating to caffeine, smoking and alcohol and to understand some of the risks of these substances.	There are a range of substances which affect the body, some legal and some illegal There are a range of reasons why people choose to take these substances

			Peer pressure may be used to encourage other to take the substances, even if they do not want to.
		4. To learn how to listen to and trust yourself and to know how to recognise and respond to inappropriate and unwanted contact.	Everyone has different boundaries which must be respected. Some people do not have boundaries and there are risks which are related to this. Consent is not just about sex but about respecting boundaries Intuition should be followed Sharing of nude images is illegal for under 18s.
		5. To understand what the terms FGM and HBV mean and to know where to seek support.	Honour based violence and female genital mutilation happens in society. It is a legal duty to report to the police.
		6. To revisit missed learning, recap learning and address any misconceptions through assessment.	
Summer 1 Relationships	Identity and relationships	1. To understand the terms 'self-worth' and 'self-efficacy.' and to know how to develop these.	Self-worth and self-efficacy help build confidence and resilience Understanding why a growth mindset can help achieve your goals
		2. How to recognise and challenge media and relationship stereotypes and to evaluate expectations of relationships.	Revisit the term stereotypes and understand that the media can have an influence on how we perceive. All people are different and have different strengths and characteristics
		3. To identify qualities and behaviours relating to positive	Positive relationships have lots of benefits.

		relationships and to know how to recognise unhealthy relationships.	There are often early warning signs, or 'red flags' that a relationship might be unhealthy If you experience an unhealthy relationship, you should seek help
		4. To know about consent, and how to seek and assertively communicate consent.	Consent is seeking permission for something Consent applies in lots of different circumstances No should always be respected. An absence of no is not a yes.
		5. To revisit missed learning, recap learning and address any misconceptions through assessment.	
Summer 2		1. To identify different choices we can make with money and to know what financial health means and how I can keep my money safe.	There are different things things we can do with money
Living in the wider world		2. To know what is meant by saving, spending and budgeting and to explain why they are important.	Budgeting means planning your outgoings Saving money is a smart choice.

		3. To know how to identify and manage risky financial behaviours.	There are several financial risks to be aware of Sometimes you must balance risk with reward
		4. To know what consumerism is and what impact it has and to know some examples of ethical business practice.	Consumerism negatively impacts the planet Spending too much on things we don't need is a financial risk We have 'spending power' and can decide where our money goes.
		5. To revisit missed learning, recap learning and address any misconceptions through assessment.	
		6. Contingency week- co-curate curriculum.	Feedback from the year