

Half term	Topic	Objectives	Key knowledge
Autumn 1 Health and wellbeing	Drugs and alcohol	1. To know about different types of drugs, including medicinal and recreational.	Medicinal drugs are prescribed by doctors to treat health conditions and should be used as directed. Recreational drugs are used for pleasure but can be harmful and lead to addiction. Both types of drugs can have risks if not used properly.
		2. To know how to use over the counter and prescription medicines safely.	Over-the-counter medications are available without a prescription but must be used according to instructions to avoid side effects. Prescription medications should only be taken as directed by a healthcare provider to ensure safety and effectiveness.
		3. To know about energy drinks and to know about the risks of overconsumption.	Energy drinks contain high levels of caffeine and sugar, which can harm health if consumed in excess. Over-consumption can lead to health problems e.g. heart issues.
		4. To know how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes.	Alcohol, tobacco, nicotine, and e-cigarettes can have harmful effects on health, including addiction and long-term diseases. Assessing risk involves understanding the potential health impacts and making informed decisions
		5. To know the definitions of habit and dependence and to understand the relationship between them.	A habit is a repeated behaviour that becomes automatic, while dependence is when someone relies on a substance to feel normal. Dependence can develop over time with repeated use of substances like drugs or alcohol. recognising the difference helps in understanding the risks of addiction.

		6. To know how to recognise and promote positive social norms and attitudes with regards to substances and to know how to manage influence.	Positive social norms encourage healthy attitudes toward substances. Peer pressure and media can influence substance-related choices. Assertive communication helps resist negative influences.
		7. To revisit missed learning, recap learning and address any misconceptions through assessment.	
Autumn 2 Living in the wider world	Community and careers	1. To understand the differences between employment, self-employment, and voluntary work.	Employment, self-employment, and voluntary work offer different benefits and challenges. Understanding different career paths helps make informed choices about the future.
		2. To know how to develop skills to work towards aspirational career objectives.	Setting clear and realistic goals helps achieve long-term career success. Hard work, resilience, and adaptability can lead to career growth and new opportunities.
		Careers research	Careers research
		3. To Identify and address biases related to work, pay and career choices and to know how to challenge social norms and barriers that restrict career choices and to	Stereotypes can limit career choices and create unfair barriers in work and pay. Challenging discrimination helps create a fairer and more inclusive workplace. Stereotypes should not define career choices—everyone has the right to pursue their ambitions.

		examine work related stereotypes.	
		4. To recognise the importance of equal opportunities in education, employment, and society.	Everyone should have access to the same opportunities, regardless of background, gender, or ability. Laws and policies exist to promote fairness and prevent discrimination in education and employment.
		5. To know about laws and policies that promote fairness and equal pay.	Equal pay laws and workplace policies aim to reduce discrimination in salaries and opportunities. Knowing your rights helps protect you and others against unfair treatment at work.
		6. To revisit missed learning, recap learning and address any misconceptions through assessment.	
		1. To identify and analyse what influences our beliefs and decisions.	Group-think occurs when people conform to group opinions, sometimes ignoring personal beliefs or facts. Persuasion techniques, such as peer pressure, media influence, and authority figures, can shape decisions
		2. To develop strategies for independent thinking and confidence.	Critical thinking skills help individuals assess influences and make informed choices. Developing personal values and setting boundaries helps resist negative social pressures.
		3. To understand gender identity and challenge discrimination.	Gender identity is an individual's internal sense of being male, female, both, or neither, and may not align with their assigned sex at birth.

			Transphobia refers to discrimination or prejudice against transgender individuals. Challenging gender-based discrimination involves promoting inclusivity and respecting diverse gender identities.
		4. To recognise and respond to homophobia and biphobia.	Homophobia and biphobia are prejudices against individuals based on their sexual orientation. Stereotypes and misinformation contribute to discrimination against LGBTQ+ people. Challenging homophobia and biphobia involves speaking up, educating others, and creating inclusive spaces.
		5. To know about racism and religious discrimination and how to challenge it.	Racism is discrimination or prejudice based on race, while religious discrimination targets individuals based on their faith or beliefs. Systemic discrimination can affect access to opportunities, resources, and fair treatment. Challenging racism and religious discrimination involves recognising bias, promoting equality, and supporting affected individuals.
Spring 1 Relationships	Discrimination	6. To revisit missed learning, recap learning and address any misconceptions through assessment.	
Spring 2 Health and wellbeing	Emotional wellbeing	1. To understand what mental health means and how our attitudes towards it have changed over time.	What mental health is and how it differs from mental illness. Attitudes towards mental health have changed over time. Mental health is as important as physical health.
			What stigma is and how it affects people struggling with mental health.

		2. To know how to identify myths and misconceptions about mental health, and to learn how to challenge stigma.	How to challenge stigma through education and conversation. The importance of language in reducing stigma.
		3. To know that daily habits that promote wellbeing and learn strategies to manage emotions.	Daily habits affect mental wellbeing. There is a link between emotions and mental health. There are early signs of stress and emotional struggles There are simple techniques to manage emotions (e.g., mindfulness, breathing exercises, journaling).
		4. To know how to protect mental health online and develop digital resilience.	The positive and negative effects of social media on mental health. How to protect mental health online What digital resilience means How to respond to difficult online situations
		5. To explore the difference between healthy and unhealthy coping strategies and learn ways to manage stress effectively.	The difference between healthy and unhealthy coping strategies. Understanding when to seek help from a trusted adult or professional.
		6. To revisit missed learning, recap learning and address any misconceptions through assessment.	

Summer 1 Relationships	Identity and relationships	1. To know what the qualities of a healthy relationship are and how to demonstrate positive behaviours in healthy relationships.	There are a number of qualities of a healthy relationship, such as trust, honesty and communication. Some relationships are toxic and harmful.
		2. Safety in relationships	
		3. To know about forming partnerships and developing relationships and ending them.	Relationships can be formed in different ways. Developing relationships takes time and energy. It's always OK to end a relationship which you no longer want to be in.
		4. To know about the law relating to consent, including how to communicate about consent and to know the legal and moral duty is with the seeker of consent.	Consent must be clear, voluntary, informed, and can be withdrawn at any time. The seeker of consent is responsible for ensuring understanding, willingness, and capacity. Consent applies in various contexts (e.g., sexual, medical, contractual) and must be explicit and ongoing.
		5. To know about the risks of sexting, including the law and where to seek help. To revisit missed learning, recap learning and address any misconceptions through assessment.	There are potential risks to sexting including potential dangers, such as legal consequences, loss of privacy, blackmail, cyberbullying, and emotional distress.

Summer 2 Living in the wider world	Digital literacy	1. To know about online communication, including appropriate use of social media.	Online communication includes emails, messages, and social media, which allow people to share information and interact digitally. Safe and respectful online behaviour involves using social media responsibly, protecting personal information, and communicating appropriately.
		2. To know how to recognise online grooming in different forms, e.g. sexual or financial exploitation, extremism and radicalisation and to know where to seek support for these issues.	Online grooming can take different forms where individuals are manipulated or coerced. Support for online grooming concerns is available.
		3. To know how to critically assess different media sources, and how to recognise biased or misleading information online.	Information might be biased or misleading. Critical assessment of online information involves checking sources, identifying bias, and verifying facts.
		4. To know about age restrictions online and to know the difference between privately and publicly shared information.	Age restrictions online are rules that limit access to certain content or platforms based on a person's age to protect younger users. Privately shared information is meant for specific individuals or groups, while publicly shared information is visible to everyone.
		5. To know about financial online safety and how to assess and how to manage risks in relation to gambling and chance-based transactions.	Financial online safety involves protecting personal and financial information from fraud, scams, and theft while using online services. Managing risks in gambling and chance-based transactions includes understanding the potential dangers, setting limits, and seeking help if needed.

		6. To revisit missed learning, recap learning and address any misconceptions through assessment.	
--	--	--	--