

Half term	Topic	Objectives	Key knowledge
Autumn 1 Health and wellbeing	Peer influence and substances	1. To know how to assess risk and manage influences, including online.	There are several ways to assess risk. Other people influence us, and we influence others. Healthy friendships benefit us; unhealthy friendships impact us. We should be aware of people giving advice online.
		2. To know about 'group think' and how it affects behaviour. To recognise passive, aggressive and assertive behaviour, and know how to communicate assertively.	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. Critical thinking skills help individuals assess influences and make informed choices.
		3. To manage risk in relation to gangs. To know about the legal and physical risks of carrying a knife.	If you carry a knife, you are more at risk of having a knife used on you. There are legal consequences to carrying a knife. First aid relating to knife crime.
		4. To know about safe and social norms in relation to drug and alcohol use	Positive social norms encourage healthy attitudes toward substances. Peer pressure and media can influence substance-related choices. Assertive communication helps resist negative influences. 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. People can and do use alcohol in a minimal, safe and sociable way.
		5. To know 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
		6. About legal and health risks in relation to drug and alcohol use, including addiction and dependence	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.
		7. To revisit missed learning, recap learning and address any misconceptions through assessment.	
Autumn 2 Living in the wider world	Careers	1. To know about different types of employment and career pathwaysTo know about transferable skills,	Employment, self-employment, and voluntary work offer different benefits and challenges. (Revisit) Understanding different career paths helps make informed choices about the future.

		abilities and interests.	Hard work, resilience, and adaptability can lead to career growth and new opportunities. (Revisit) Actions you take now can open doors later.
		2. To know how to identify and demonstrate strengths and transferable skills and demonstrate strengths.	To know yourself you must engage in self-reflection. Everyone has strengths and it's important to recognise them.
		3. To know how to receive feedback and manage feelings relating to future employment.	Feedback helps us grow but we need to learn how to receive it and act on it. Feelings about the future might be complex, there are strategies to make these more positive and more manageable.
		4. To know how to work towards aspirations and set meaningful, realistic goals for the future.	Setting clear and realistic goals helps achieve long-term career success. (revisit) Some goals are unrealistic, and they fail.
		5. To identify and practice skills for decision making.	Our decisions are often based on our values. There are effective ways to make decisions and weigh up options.
		6. To know about GCSE and post-16 options. Career pilot	A look ahead at what's coming, parents talk, subject leader talks etc Career pilot is a useful tool when looking at future options.

		7. To revisit missed learning, recap learning and address any misconceptions through assessment. GCSE conversations are continued	
Spring 1 Relationships	Respectful relationships	1. To know about the different types of families and approaches to parenting.	Families are diverse. Positive relationships at home are built on trust, respect, and open communication.
		1. To know about conflict and its causes in different contexts, e.g. with family and friends.	Miscommunication or misunderstandings can cause conflicts in relationships. Differences in values, expectations, or priorities can lead to tension between family and friends.
		2. To identify, compare and reflect on conflict resolution strategies.	Conflict can be resolved through active listening, empathy, and compromise. Assertive communication is more effective than aggressive or passive responses in resolving disagreements.
		3. To know about homelessness and ways to reduce homelessness amongst young people.	Early support and intervention can help reduce youth homelessness.
		4. How to manage relationship and family changes, including	Relationship breakdown, separation, and divorce can have emotional and practical impacts. Support networks and coping strategies can help manage family and relationship changes.

		relationship breakdown, separation and divorce.	
		5. To know how to access support and to revisit missed learning, recap learning and address any misconceptions through assessment.	
Spring 2 Health and wellbeing	Healthy lifestyle	1. To know about the relationship between physical and mental health.	Physical health and mental health are closely connected and influence each other. Regular exercise, balanced nutrition, and adequate sleep support mental wellbeing.
		2. To know about balancing work, leisure, exercise and sleep.	Managing time between (school) work, leisure, exercise, and sleep helps maintain a healthy lifestyle.
		3. To know how to make informed, safe and independent health choices.	Making informed and independent health choices supports long-term wellbeing. We should be aware of people giving advice online.
		4. To know how to manage influences on body image.	Media and social pressures can negatively influence body image. Developing self-esteem and critical thinking helps manage body image concerns.
		5. Body image cont.	

		6. To learn to take increased responsibility for physical health, including testicular self-examination. To revisit missed learning, recap learning and address any misconceptions through assessment.	You are increasingly more in control of managing your own health. You must take responsibility for your own health. Being body aware supports early detection of disease.
Summer 1 Relationships	Intimate relationships	1. To know the facts and misconceptions relating to consent and to know about the continuous right to withdraw consent and capacity to 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.
		2. To know about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex.	Readiness for sexual activity involves emotional maturity and personal choice. Intimacy can be enjoyed without engaging in sexual activity.
		3. To know the consequences of unprotected sex, including pregnancy and STI's. To know the effective use of condoms.	Unprotected sex can lead to pregnancy and sexually transmitted infections (STIs). Condoms are an effective method of protection when used correctly.

		4. To identify how the portrayal of relationships in the media and pornography might affect expectations of sex.	. Media and pornography can create unrealistic expectations about sex and relationships. Sharing sexual images can have legal and emotional consequences.
		5. To know how to assess and manage risks of sending, sharing or passing on sexual images and to know about AI generated and manipulated imagery.	There are potential risks to sexting including potential dangers, such as legal consequences, loss of privacy, blackmail, cyberbullying, and emotional distress. It is important to know how to say no and seek help if pressured to share sexual content.
		6. To know how to secure personal data online and to revisit missed learning, recap learning and address any misconceptions through assessment.	
Summer 2 Living in the wider world	Employability skills	1. To know about young people's employment rights and responsibilities.	Young people have employment rights, including fair pay and safe working conditions. These have changed over time.
		2. To identify habits and strategies to	Constructive feedback helps improve performance and supports personal growth.

		support progress and to know how to give, and act upon constructive feedback.	Criticism is rarely taken well and should be carefully considered.
		3. To know how to manage your 'personal brand' online and how to identify and access support for concerns relating to life online	Information might be biased or misleading. Managing your personal brand online affects how others perceive you, including future employers. Critical assessment of online information involves checking sources, identifying bias, and verifying facts. Personal data should be protected online using strong passwords and privacy settings.
		4. To begin to consider work experience and research potential placements.	Researching work experience placements helps prepare for future careers. Knowing your options enables you to make more informed choices.
		5. To write a letter expressing interest to an employer.	Writing a professional letter of interest shows initiative and communication skills.
		6. To revisit missed learning, recap learning and address any misconceptions through assessment.	
		7. Contingency/ Co-curation	