|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YR 1** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | TEAM  (Relationships) | Think Positive  (Health and Well-Being) | Diverse Britain  (Living in the Wider World) | Be Yourself  (Relationships) | It’s My Body  (Health and Well- Being) | Aiming High  (Living in the Wider World) |
| **Key new knowledge** | The core value of this unit is belonging. It focuses on the rules of our class, school and community and how a positive learning environment creates success for all. Lesson coverage includes:  • behaviour;  • kindness;  • good choices;  • bullying and teasing. | This unit builds on the foundations of positive thinking covered in the KS1 unit and further develops  children’s strategies to:  • understand our feelings;  • cope with and manage difficult emotions;  • learn how to support feelings of calm;  • develop a growth mindset;  • practise mindfulness;  • take responsibility for our decisions | This unit is inspired by the positive effect we can each have on the groups and communities to which  we belong.  We will discuss:  • communities;  • being good neighbours;  • looking after the local environment.  The theme of respect and kindness is central to all learning in this unit as we explore diversity across  our society. | This unit is inspired by the idea that being comfortable and confident with yourself can support positive mental health and wellbeing.  We explore our positive qualities and our individuality.  We discuss the different feelings people experience and consider strategies for managing uncomfortable emotions. | The messages of choice and consent are core to this unit.  We will learn about how we can take care of our bodies and make safe choices.  Lessons focus on:  • sleep and exercise;  • diet;  • cleanliness;  • substances. | In this unit, we discuss having high aspirations, celebrating our strengths and how having a positive attitude to learning can help us achieve.  Children will have the chance to share their aspirations for the future if they would like to, discuss the importance of equal opportunities and consider difficulties caused by stereotyping. |
| **Assessments** | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s |

|  |  |  |
| --- | --- | --- |
| **Health and Well - Being** | **Living in the Wider world** | **Relationships** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YR 2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | VIPs  (Relationships) | Safety First  (Health and Well – Being) | One World  (Living in the Wider World) | Digital  Well – Being  (Relationships) | Money Matters  (Living in the Wider world) | Growing Up  (Health and Well- Being) |
| **Key new knowledge** | This unit focuses on how we can nurture and develop positive and healthy relationships with the very important people in our lives.  We will explore who these special people may be and how they can be different for everyone.  We will develop strategies for resolving issues as they arise and getting help when we need it. | We will learn about dangers and how to keep ourselves safe by making informed decisions.  Lessons focus on staying safe:  • outside;  • in the home;  • online;  • around strangers.  Children learn about The Underwear Rule, which includes information about inappropriate touching and knowing that what is covered by underwear is private.  Children will also learn about who can help us as and when we need it. | This unit is inspired by the fact we can learn from people and their ways of life in different places around the world.  Children will explore similarities and differences between their ways of life and that of others, considering:  • families;  • school;  • homes.  We will also think about how people around the world use their environment and how we can look after our wonderful world. | In this unit, we will continue to explore safe, responsible Internet use.  We will look at online relationships including cyberbullying, online stranger danger and social media interactions that may create peer pressure.  We will consider privacy issues such as passwords, personal information and sharing or forwarding videos or content and how we can manage these responsibly. | This unit builds on learning from KS1 about different types of money and reasons we need to spend.  It delves deeper, by exploring how we can plan our spending with budgets and keep track of what we spend, and what happens if people cannot afford what they need.  This touches on the idea of borrowing money and debt, considering the emotional impact of this. | Building on the KS1 unit on this topic, we will learn about different parts of the male and female bodies and the part they play in the reproductive process.  We will explore how we change physically and emotionally as we grow and consider relationships and families. |
| **Assessments** | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s |

|  |  |  |
| --- | --- | --- |
| **Health and Well - Being** | **Living in the Wider world** | **Relationships** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YR 3** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | TEAM  (Relationships) | Think Positive  (Health and Well-Being) | Diverse Britain  (Living in the Wider World) | Be Yourself  (Relationships) | It’s My Body  (Health and Well- Being) | Aiming High  (Living in the Wider World) |
| **Key new knowledge** | This unit is well placed to be taught at the start of the new academic year as it explores challenges that come with a new class, new school or new year group and ways we can manage these.  It introduces ways we can work through conflict within our teams and promotes discussion of feelings and emotions. | This unit aims to further develop children’s confidence in discussing their thoughts, feelings and behaviours. Using distancing techniques, we will promote discussion of scenarios and consider how people’s thoughts may affect how they feel and behave.  We will explore strategies that can help us to manage uncomfortable feelings and help us to build positive thinking and resilience. | This unit is inspired by and celebrates the fact that we live in a multicultural, diverse and democratic society.  This promotes respect for differences between people and explores British values, such as:  • rules;  • the law;  • liberty;  • democracy | This unit continues to promote a positive sense of self, building on the foundations laid in the KS1 unit of the same name.  It explores strategies for managing uncomfortable situations and being assertive when needed while maintaining respectful relationships.  It considers the role of the media in promoting a particular image and supports children to view these more analytically. | Building on the foundations from the KS1 unit, in this unit, we will explore the different strategies which help us to take care of ourselves regarding:  • cleanliness;  • sleep and exercise;  • diet;  • substances.  The focus on consent and respect remains central to the unit and children are invited to consider who their trusted adults are, for times when we need additional support. | In this unit, we will look at the attitudes that help us to succeed and explore how a growth mindset can improve our learning outcomes.  We will think a little bit about resilience and how we can break down aims to set ourselves short, medium and long-term targets and achieve our goals. |
| **Assessments** | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s |

|  |  |  |
| --- | --- | --- |
| **Health and Well - Being** | **Living in the Wider world** | **Relationships** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YR 4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | VIPs  (Relationships) | Safety First  (Health and Well-Being) | One World  (Living in the Wider World) | Digital  Well – Being  (Relationships) | Money Matters  (Living in the Wider world) | Growing Up \*  (Health and Well- Being) |
| **Key new knowledge** | This unit focuses on the special people in our lives whom we call friends.  It explores how friendships are formed and maintained and what qualities are important in a friend.  We will also discuss disputes, bullying and strategies to manage each of these | In this unit, we will explore ways we can take more responsibility for our own safety as we grow up.  We will discuss decisions we can make to help protect ourselves and strategies for dealing with peer pressure.  We will consider everyday hazards, risks and dangers and how to manage these.  We will consider safety around:  • rail;  • water;  • road;  • substances.  Children will also discuss basic first aid and how to respond in an emergency situation. | This unit of work focuses on the fact that people’s opportunities and life experiences differ throughout the world and encourages children to consider how we can have a positive effect on others by being an active global citizen.  We will discuss issues such as stereotypes, inequality, climate change and fair trade.  The unit centres around a fictional character called Chiwa from Malawi. | In this unit, we will continue to explore safe, responsible Internet use.  We will look at online relationships including cyberbullying, online stranger danger and social media interactions that may create peer pressure.  We will consider privacy issues such as passwords, personal information and sharing or forwarding videos or content and how we can manage these responsibly. | This unit builds on learning from KS1 about different types of money and reasons we need to spend.  It delves deeper, by exploring how we can plan our spending with budgets and keep track of what we spend, and what happens if people cannot afford what they need.  This touches on the idea of borrowing money and debt, considering the emotional impact of this. | Building on the KS1 unit on this topic, we will learn about different parts of the male and female bodies  and the part they play in the reproductive process.  We will explore how we change physically and  emotionally as we grow and consider relationships and families. |
| **Assessments** | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s |

|  |  |  |
| --- | --- | --- |
| **Health and Well - Being** | **Living in the Wider world** | **Relationships** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YR 5** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | TEAM  (Relationships) | Think Positive  (Health and Well – Being) | Diverse Britain  (Living in the Wider World) | Be Yourself  (Relationships) | It’s My Body  (Health and Well- Being) | Aiming High  (Living in the Wider World) |
| **Key new knowledge** | This unit builds on the importance of belonging and feeling secure in our various teams and communities by considering the positive qualities of a team.  We will explore how to disagree respectfully and how to communicate effectively as well as how to collaborate and compromise.  This unit also reflects on how we can manage and deal with bullying and unkind behaviour. | This unit aims to further develop children’s confidence in discussing their thoughts, feelings and behaviours.  Using distancing techniques, we will promote discussion of scenarios and consider how people’s thoughts may affect how they feel and behave.  We will explore strategies that can help us to manage uncomfortable feelings and help us to build positive thinking and resilience. | This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all.  We will explore how local and national governments work and how we can make a positive contribution to our communities and to wider society | This unit continues to celebrate children’s individuality and promotes the idea that we are all unique.  We will look at how making positive choices can help us to do the right thing and how we can manage uncomfortable feelings and peer pressure. | This unit builds on the ways we can take care of our bodies and explores consent and autonomy.  We will learn about body image, stereotypes and substances which can be harmful to our bodies.  We will also discuss pressures we may face, where these pressures may come from and ways we can resist them. | In the context of achievements, aspirations and opportunities, children will have the chance to explore their own preferred learning style and consider what helps them to succeed.  We will consider obstacles and barriers people face when learning and how we can work to overcome these.  We will discuss what opportunities children have now and what opportunities they will have in the future and will also consider the damaging effects of stereotypes in the world of work |
| **Assessments** | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s |

|  |  |  |
| --- | --- | --- |
| **Health and Well - Being** | **Living in the Wider world** | **Relationships** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YR 6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | VIPs  (Relationships) | Safety First  (Health and Well – Being) | One World  (Living in the Wider World) | Digital Well – Being  (Relationships) | Money Matters  (Living in the Wider world) | Growing Up \*  (Health and Well- Being) |
| **Key new knowledge** | This unit continues to build on and help children to understand the close relationships which we are a part of, particularly focusing on family and friends.  In this unit, we will explore: • conflicts and resolutions;  • secrets and dares;  • healthy and unhealthy relationships. | This unit will continue to look at various risks, hazards and dangers both inside and outside the home.  This time, the unit will develop children’s understanding by considering how we can take responsibility for our own safety and how to make informed, responsible decisions which keep us safe.  This unit covers safety around: • rail;  • road;  • water;  • fireworks;  • dangerous substances;  • medicines. | This unit is inspired by the concept of global citizenship and supports children to grow as active, responsible citizens, considering our wonderful world and how we can positively affect it by the choices we make.  We will learn about: • sustainability;  • biodiversity;  • global warming;  • natural resources.  All this learning will hold central the consideration of what we can do to make the world a better place. | In this unit, we will consider how to look after our wellbeing when using technologies.  We will consider risks and look at strategies for using the Internet safely and responsibly.  This includes understanding what healthy and positive online communication looks like.  We will explore ways we can get help if needed and the importance of doing this if something makes us uncomfortable.  We will also explore cyberbullying, social media and fake news. | This unit will explore money in the wider world and the consequences of our spending and saving.  Children will consider why people might decide to borrow money and the impact this can have as well as what financial risks are and ways these can be avoided if possible.  The unit discusses what ethical spending is and ways spending can positively affect the people and environment around us and in the wider world.  This includes lots of options from charity shop donations to fair trade, all grounded in the foundations of viewing other people’s spending decisions with kindness and respect. | This topic builds on children’s knowledge of how we grow and change, both physically and emotionally.  It explores the different types of relationships that people have, discusses sexual relationships and sexually transmitted diseases, as well as the journey from conception to birth in human reproduction.  We will also explore what it means to have a positive body image.   * *NOTE: We follow TWINKL planning / SoW – NOT all the units listed on TWINKl will be taught as some pupils are not emotionally mature enough for them. See planning for clarification on this.* |
| **Assessments** | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s |

|  |  |  |
| --- | --- | --- |
| **Health and Well - Being** | **Living in the Wider world** | **Relationships** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YR 7** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **Transition and Safety**  **(health and Well-Being)** | **Developing skills and aspirations**  **(Living in the wider world)** | **Diversity**  **(Relationships)** | **Health and Puberty**  **(Helath and Well-Being)** | **Building relationships**  **(Relationships)** | **Financial decision making**  **(Living in the wider world)** |
| **Key new knowledge** | **Transition and Safety:**  Transition to secondary school and personal safety in and outside school, including first aid. | **Developing skills and aspirations:**  Careers, teamwork and enterprise skills and raising aspirations. | **Diversity:**  Diversity, prejudice and bullying. | **Health and Puberty:**  Healthy routines, influences on health, puberty, unwanted contact and FGM | **Building relationships:**  Self-worth, romance and friendships including online) and relationship boundaries. | **Financial decision making:**  Saving, borrowing, budgeting and making financial choices. |
| **Assessments** | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s |

|  |  |  |
| --- | --- | --- |
| **Health and Well - Being** | **Living in the Wider world** | **Relationships** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YR 8** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Druga and Alcohol  (Health and Well-Being) | Community and Careers  (Living in the wide rworld) | Dsicrimination  (Relationships) | Emotional Well being  (Health and Well-Being) | Identity and Relationships  (Relationships) | Digital Literacy  (Living in the wider world) |
| **Key new knowledge** | Drugs and alcohol:  Alcohol and drug misuse and pressures relating to drug use. | Community and Careers:  Equality of opportunity in careers and life choices and different types and patterns of work. | Discrimination:  Discrimination in all its forms, including racism , religious discrimination, disability , discrimination, sexism, homophobia. | Emotional wellbeing:  Mental Health and emotional wellbeing, including body image and coping strategies. | Identity and relationships:  Gender identity, sexual orientation, consent, ‘sexting’ and an introduction to contraception. | Digital Literacy:  Online safety, digital literacy, media, reliability, and gambling hooks. |
| **Assessments** | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s |

|  |  |  |
| --- | --- | --- |
| **Health and Well - Being** | **Living in the Wider world** | **Relationships** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YR 9** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Peer Influence, substance use and gangs:  (Health and Well- Being) | Setting Goals:  (Living in the widerl world) | Respectful relationships:  (Relationships) | Healthy Lifestyle:  (Health and well – Being) | Intimate relationships:  (Relationships) | Employability Skills:  (Living in the Wider World) |
| **Key new knowledge** | Peer Influence, substance use and gangs:  Healthy and unhealthy friendship, assertiveness | Setting Goals:  Learning strengths, careers options and goal setting as part of the GCSE / BTEC options process | Respectful relationships:  Families and parenting, healthy relationships, conflict resolution, and relationship changes. | Healthy Lifestyle:  Diet, exercise, lifestyle balance and healthy choices, and first aid. | Intimate relationships:  Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography. | Employability Skills:  Employability and online presence |
| **Assessments** | ASDAN Short Course booklet  Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | ASDAN Short Course booklet  Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | ASDAN Short Course booklet  Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | ASDAN Short Course booklet  Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | ASDAN Short Course booklet  Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | ASDAN Short Course booklet  Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s |

|  |  |  |
| --- | --- | --- |
| **Health and Well - Being** | **Living in the Wider world** | **Relationships** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YR 10** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Mental Health:  (Health and Well- Being) | Financial decision making:  (Living in the widerl world) | Healthy relationships:  (Relationships) | Exploring influence:  (Health and well – Being) | Addressing extremism and radicalisation:  (Relationships) | Work experience:  (Living in the Wider World) |
| **Key new knowledge** | Mental Health:  Mental health and ill health, stigma, safeguarding health, including during periods of transition or change. | Financial decision making:  The impact of financial decision, debt, gambling & the impact of advertising on financial choices. | Healthy relationships:  Relationship and sex expectations, pleasure and challenges, including the impact of media and pornography. | Exploring influence:  The influence and impact of drugs, gangs, role models and the media. | Addressing extremism and radicalisation:  Communities, belonging and challenging extremism. | Work experience:  Preparation for and the evaluation of work experience and readiness for work. |
| **Assessments** | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s |

|  |  |  |
| --- | --- | --- |
| **Health and Well - Being** | **Living in the Wider world** | **Relationships** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YR 11** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Building for the future:  (Health and Well- Being) | Next Steps:  (Living in the widerl world) | Communication in relationships:  (Relationships) | Independence:  (Health and well – Being) | Families:  (Relationships) |  |
| **Key new knowledge** | Building for the future:  Self-efficacy, stress management, and future opportunities. | Next Steps:  Application process and skills for further education, employment and career progression. | Communication in relationships:  Personal values, assertive communication (including in relation to contraception and sexual health) , relationship challenges and abuse. | Independence:  Responsible health choices, and safety in independent contexts. | Families:  Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships. |
| **Assessments** | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s | Written work in lessons  Live marking  Q&A in lessons  Discussion in lessons  Photographic evidence  Video evidence  Ends of unit retrieval q’s |

|  |  |  |
| --- | --- | --- |
| **Health and Well - Being** | **Living in the Wider world** | **Relationships** |