

**Intent:** To provide pupils with a stage-appropriate understanding of risk. To equip pupils with the knowledge and skills necessary to make safe and informed decisions, as appropriate to their development. To develop pupil's understanding of themes taught in KS2 and KS3.

Term	Week/s	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Autumn 1	1 – 8 (Double lessons)	Health & Wellbeing  <i>Key Vocabulary: strengths/weaknesses, personal qualities, achievements, rewards, consequences, stress, anxiety, depression, self-harm, eating disorders, help, advice, puberty, reproduction, pregnancy, adolescence, contraception, hygiene, immunisation, vaccination, exercise, rest, diet, obesity, first aid, drugs, alcohol, cancer.</i>	<ul style="list-style-type: none"> <li>To recognise their personal strengths and how this affects their self-confidence and self-esteem.</li> <li>To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem.</li> <li>To accept helpful feedback or reject unhelpful criticism.</li> <li>To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.</li> <li>To know strategies for managing mental health including stress, anxiety and depression.</li> <li>To gain a basic understanding of the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders.</li> <li>To discuss how to recognise when they or others need help, sources of help and strategies for accessing it</li> <li>To manage growth and change as normal parts of growing up (including consolidation and reinforcement of Year 7/8 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence).</li> <li>To understand the importance of and ways of taking increased responsibility for their own physical health and personal hygiene.</li> <li>To understand the purpose and importance of immunisation and vaccination.</li> <li>To know about the use of contraception, including the condom and pill; to negotiate condom use (see also Relationships).</li> <li>To understand that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs.</li> <li>To know the benefits of physical activity and exercise and the importance of sleep.</li> <li>To understand what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting).</li> <li>To discuss what might influence their decisions about eating a balanced diet.</li> <li>To know how the media portrays young people; to recognise its possible impact on body image and health issues.</li> <li>To know a number of strategies for getting help in emergency and risky situations.</li> </ul>	Speaking and Listening Writing opportunities Developing self-awareness Developing self-care skills Understanding emotions and how to self-regulate Understanding the process of growing up. Being independent  Gatsby Benchmark 3  Team work Planning Enterprise Reflection Problem Solving Conflict resolution STEAM

			<ul style="list-style-type: none"> <li>• To understand how the inappropriate use of mobile phones can contribute to accidents.</li> <li>• To perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR).</li> <li>• To understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (possibly through the Bike ability programme).</li> <li>• To research factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis.</li> <li>• To know the law relating to the supply, use and misuse of legal and illegal substances.</li> <li>• To recognise and create strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs).</li> <li>• To know the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke.</li> <li>• To understand the safe use of prescribed and over the counter medicines.</li> <li>• To know the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'.</li> <li>• To know how to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance use.</li> <li>• To know about cancer and cancer prevention, including healthy lifestyles.</li> <li>• To know how to check themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS.</li> <li>• To assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning</li> </ul> <p>To run alongside Life Skills – suggested activities below.</p>	
Friday morning single lesson – Prince's Trust/DofE				
Autumn 2	1 – 7 (Double lessons)	Health & Wellbeing	Continue themes from Autumn 1	As above

Friday morning single lesson – Prince’s Trust/DofE			
Spring 1	1 – 6 (Double lessons)	Relationships  Key Vocabulary: team, class, friendship, planning, negotiation, cooperation, relationships, trust, respect, honesty, equality, family, marriage, gender, bullying, law.	<ul style="list-style-type: none"> <li>To explain the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</li> <li>To further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise.</li> <li>To further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness.</li> <li>To understand that relationships can cause strong feelings and emotions (including sexual attraction).</li> <li>To know the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind.</li> <li>To know different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these.</li> <li>To know that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable.</li> <li>To understand the roles and responsibilities of parents, carers and children in families.</li> <li>To understand the importance of friendship and to begin to consider love and sexual relationships in this context.</li> <li>To understand what expectations might be of having a girl/boyfriend.</li> <li>To consider different levels of intimacy and their consequences.</li> <li>To acknowledge and respect the right not to have intimate relationships until ready.</li> <li>To know that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected.</li> <li>To know about the law in relation to consent (including the legal age of consent for sexual activity, the legal</li> </ul>

Speaking and Listening  
Writing opportunities  
Safe relationships  
Communication  
Friendships  
Understanding and accepting differences

Team work  
Planning  
Enterprise  
Reflection  
Problem Solving  
Conflict resolution  
STEAM

			<p>definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given).</p> <ul style="list-style-type: none"><li>• To know how to assertively withhold or withdraw consent.</li><li>• To know the difference between assigned/biological sex, gender identity and sexual orientation.</li><li>• To recognise that there is diversity in sexual attraction and developing sexuality.</li><li>• To learn the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology.</li><li>• To know about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so.</li><li>• To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted.</li><li>• To recognise peer pressure and have strategies to manage it.</li><li>• To understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use, gambling and information technology) and where and how to access support if they have concerns.</li><li>• To understand laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon.</li><li>• To know about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support.</li><li>• To understand the safe and responsible use of information communication technology (including safe management of own and others' personal data including images).</li><li>• To know how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have</li></ul>	
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<b>Friday morning single lesson – Prince’s Trust/DofE</b>				
<b>Spring 2</b>	1 – 6 (Double lessons)	Relationships	Continue themes from Spring 1	As above
<b>Friday morning single lesson – Prince’s Trust/DofE</b>				
<b>Summer 1</b>	1 – 5 (Double lessons)	<p>Living in the Wider World</p> <p>Key Vocabulary: goal, opportunity, aspirations, employability, careers, community.</p>	<ul style="list-style-type: none"> <li>To recognise the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to post-16 placements).</li> <li>To recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations.</li> <li>To identify their own skills as a learner, preferred style of learning and to develop study, organisational, research and presentation skills.</li> <li>To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them.</li> <li>To understand different types of work, including employment, self-employment and voluntary work; that everyone has a ‘career’ which is their pathway through life, education and work.</li> <li>To know about the laws and by-laws relating to young people’s permitted hours and types of employment and how to minimise health and safety risks.</li> <li>To know about different work roles and career pathways, including clarifying their own early aspirations.</li> <li>To assess and manage risk in relation to financial decisions that young people might make.</li> <li>To think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of ‘shame’ and ‘honour based’ violence).</li> <li>To recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern.</li> <li>To understand how social media can</li> </ul>	<p>Speaking and Listening Writing opportunities Community Human rights Children’s rights Employment</p> <p>Gatsby Benchmark 4 Gatsby Benchmark 5</p> <p>Team work Planning Enterprise Reflection Problem Solving Conflict resolution STEAM</p>

			<p>offer opportunities to engage with a wide variety of views on different issues.</p> <ul style="list-style-type: none"> <li>• To realise how their strengths, interests, skills and qualities are changing and how these relate to future employability.</li> <li>• To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence).</li> <li>• To research the range of opportunities available to them for career progression, including in education, training and employment.</li> <li>• To research, secure and take full advantage of any opportunities for work experience that are available.</li> </ul> <p>To run alongside Life Skills – suggested activities below.</p>	
<b>Friday morning single lesson – Prince’s Trust/DofE</b>				
<b>Summer 2</b>	1 – 7 (Double lessons)	Living in the Wider World	Continue themes from Summer 1. Opportunity to experience/complete Life Skills.	As above
<b>Friday morning single lesson – Prince’s Trust/DofE</b>				

**Intended impact:**  
Pupils will have a strong understanding of the importance of good physical and mental health and be proactive in trying to achieve this.  
Pupils will have a strong understanding of different relationship models and know how to stay safe within these relationships.  
Pupils will contribute positively to the school, the community and the wider world.  
Pupils will be equipped with the skills to work towards independent living.  
Pupils will plan for their future and know the steps required in order to reach their goals.

Suggested Activities for Life Skills

- Set the table
- Sweep floor and use dustpan
- Use a Hoover
- Wash dishes manually
- Empty dishwasher and put away dishes
- Put shopping away
- Washing clothes
- Drying clothes
- Ironing clothes
- Putting clothes away
- Make the bed
- Prepare and cook meals
- Clean the fridge
- Clean a bathroom
- Clean the inside of a car
- Wash a car
- Perform basic first aid
- Mow the lawn