



#### **Key Vocabulary**

Resilience Philosophical
Physical Empirical
Emotional Rationalism
Counselling Materialism
Meditation Existential

Negotiate Al Grooming Ni Manipulation De Employability Screen

Exploitation Inappropriate Vulnerable Behaviour Intervene Alcohol Nicotine Dependence Social Resist

Puberty Menstruation Hormonal Transition Confidence



#### **Lifestyle Choices?**

**Recognise** the harm caused by smoking and alcohol including passive smoking and drink driving. Know how to challenge pressure to smoke or drink alcohol.

**Respond** to harm and know where to seek support in the community for help with issues relating to smoking and alcohol.



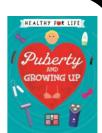
<u>YEAR</u> <u>7</u>

Move on to Year 8!

#### **Managing Physical and Emotional Wellbeing during Puberty**

Recognise the challenges and range of responses individuals may experience during this stage of development.

Respond using strategies to manage these changes effectively to enable me to have a positive experience of the transition from child to adult.



#### It's Not Ok

Recognise features of healthy relationships and when behaviour is harmful

Respond to unsafe situations, know strategies to report and where to get support



#### Life, The Universe and Everything

Recognise and explore own and other viewpoints about the purpose and origin of human existence.

**Respond** to the opinions of others and respect views which challenge my own.







#### **Digital Identity**

Recognise the benefits and challenges of digital identity and safe
Respond safely to risks and know where and when to seek support



#### **Religion and Identity**

Recognise features of Sikh and Jewish religious identity. Respond to and consider the importance of appearance to personal values and identity







**Recognise** features of emotional wellbeing **Respond** positively using a range of strategies to challenges











#### **Key Vocabulary**

Compassion Consensual
Respite Respect
Altruism Boundaries
Beneficiary Expectation
Empathetic Dignity

Diversity Abstinence
Acceptance Contraception
Cultural Pregnancy
Identity Infectious
Inclusion Sexuality

Genetic Marriage
Adoption Commitment
Fostering Celebration
Responsibility Ceremony
Nurture Coercion

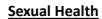
Marriage and Civil Partnerships

Recognise the legal status of marriage in the UK and why it is valued in many religious communities and in non-religious contexts. Know marriage never be forced.

**Respond** and be aware of how people who are married or in a relationship are protected by the law.

YEAR 8

Move on to Year 9!





Recognise how sexual contact and sexual intercourse can result in a sexually transmitted infection or pregnancy. Know that only not having any sexual contact with a person can remove the risk completely.

**Respond** evaluate how barrier and hormonal contraception can reduce risks



#### **Healthy Relationships and Respect**



**Recognise** features of healthy and unhealthy relationships including grooming and exploitation. Understand how consent and respect are essential to all relationships including legal protection.

**Respond** and evaluate strategies to help to recognise and respond immediately to my own and others concern about harmful behaviour.



#### Families and Parenting



Recognise family structures and their benefits and challenges in the care of children. Understand the role and responsibilities of parenting a child and how a range of parenting styles impact upon healthy child development.

**Respond** to a range of family and parenting children and young people experience



## CULTURE

## Diverse Communities

Recognise the features of individual and shared identities. Explore the values we share with others and diversity in expression of identity in our local and national communities.

**Respond** to the heritage we share in our communities and the celebration of culture we experience



#### **Kindness and Caring**

Recognise the value and benefit of kindness and caring for others for own emotional and social wellbeing.

Respond to informal and formal caring opportunities and how these roles are valued in communities and society.









Move on to Year 10!

YEAR

#### **Key Vocabulary**

Disinformation Stereotype
Conspiracy Discrimination
Verification Bias

Reliability Equality
Source Prejudice

Terrorism Immigration
Experimentation Asylum
Cosmetic Censorship
Intensive Trafficking
Scrutiny Enslave

Psychological Hallucination
Rehabilitation Psychosis
Restorative Possession
Society Criminalisation
Exclusion Addiction

Substance Misuse

Recognise the harm that use of illegal substances causes for individual and communities. Identify strategies to manage social pressure to use substances which can be harmful and prioritise my physical and emotional wellbeing.

Respond and know how to report criminal exploitation

which can target young people to be become involved in using and supplying illegal drugs.

#### **Human Rights**

Recognise the process through which human rights become internationally accepted through the United Nations. Evaluate how human rights can protect individuals and democracy in current contexts. Understand reasons people become refugees, migrants and asylum seekers.

**Respond** to the experiences of vulnerable individuals who have been victims of exploitation, trafficking and modern slavery.



#### **Prejudice and Discrimination**

Recognise stereotyping and how prejudice cause harm to individuals and communities. Understand the historical and current examples of discrimination in context.

**Respond** to strategies challenge discrimination and promote acceptance within communities.





# YEAR 9



#### What is crime and why do we punish?

**Recognise** features of criminal behaviour and evaluate risk factors which may influence individual actions. Know and understand how the law is intended to protect society the role of the police in enforcement.

**Respond** and evaluate how effective sanctions, including community rehabilitation and the prison system, are in reducing criminal behaviour.

#### **Animal Welfare**

Recognise how human beings interact with animals and responsibilities towards their care and ethical treatment.

**Respond** and evaluate the impact of human behaviour for animals and the environment







Recognise common sources of misinformation and disinformation present in digital and non-digital

**Respond** with strategies to verify information and critically evaluate sources.











#### **Key Vocabulary**

Controlling **Implicit Explicit Abusive** Harassment

**Transmission Empower** Asymptomatic Intrusion Stigma **Violation** Curable Manageable

Foetal Diagnostic Paternity **Embryo** Conception **Privacy** Mindfulness **Holistic** Reflective

**Aspiration** 

Spirituality

**Fertility** Surrogacy Menopause **Donor Sterilise** 

**Prosecution** 



**Emotional Wellbeing** 

Recognise factors which influence our emotional and physical wellbeing including stress and sleep. Identify features of concern linked to emotional wellbeing including self-harm and eating disorders.

Respond and seek support in the event I experience suicidal thoughts or feel concerned for the safety of others.



Move on to Year 11!



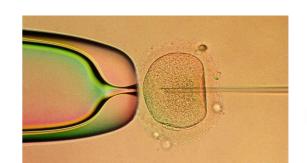
Recognise reasons why young people may feel expectation and pressure to share sexual images of themselves with others. Know how the law protects young people and where to seek advice and support if an image is shared.

Respond to the impact of legally available pornography for relationships and how content may have a harmful impact upon expectations and understanding of consent. Know how to report sexual images of young people and to seek support if an image of an adult is used to exploit or humiliate.

#### **Fertilities and Families**

**Recognise** responses to infertility and know the range of support available for individuals and families. Identify alternative routes to parenting and families. Understand the menopause and implications for wellbeing and fertility.

**Respond** and evaluate the role of assisted reproduction, donors and surrogacy. Know how the process of adoption supports children and develops family and parenting opportunities.







#### **Pregnancy and Parenting**

**Recognise** stages of development during pregnancy and the implications for emotional and physical health and wellbeing. Know the legal status of termination in the UK and how the process is supported and advice and counselling offered to all those who may be affected.

Respond and understand how miscarriage affects pregnancy and where to seek help and support. Understand that emotional wellbeing can affect all parents and the specific support for individuals and families.

#### **Protecting Sexual Health and Wellbeing**

Recognise physical signs of sexual transmitted infection and understand the risks of specific sexual contact and intercourse. **Respond** and understand the importance of the role of testing and tracing in reducing infections, in addition to the individual protect offered by the effective use of barrier contraception.







## CONSENT **Is About Respect ASK**

#### **Respect and Consent in Sexual Relationships**

Recognise what sexual consent means in a range of contexts including within established relationships. Recognise features of controlling and coercive behaviour within relationships. **Respond** and know sexual and domestic violence, including rape, should be reported to the Police. Know how victims are supported by charities, health professionals and the Police.









**Key Vocabulary** 

Apprenticeship Vocational Aspiration Academic Internship

Extremism Corruption Democracy Insurrection Constitution **Apprenticeship** 

College

Sixth Form

Training

Move on to Post 16! A-Levels/T-Levels/ Apprenticeships/ Employment





Recognise how to use resources and strategies to manage exam pressures and feelings of anxiety.

Respond to pressure and know when and where to access

help to support emotional wellbeing







#### **Extremism**

Recognise strategies and tactics used to groom and exploit online. Understand the role of democracy and human rights protection of free speech and democracy. Consider the balance between freedom and security in a range of present contexts. Respond and evaluate the role of censorship and control of the media in challenging and supporting democratic government.



#### Employability

Recognise skills required by a range of workplace environments. Understand and develop interpersonal skills. Respond with an effective approach to interviews and applications





#### **Moving Forward**



Recognise the range of further education, training and employment options available locally and nationally. Identify how skills, interests and experiences can inform choices. Respond and research options and complete the process of applying to range of providers to ensure effective and flexible planning for next steps.

