



Personal Development

'Personal development is looking at ways to better yourself. Personal development increases your self-awareness, your self-esteem, increases your skills, and fulfils your aspirations.'

'PSHE education is a school curriculum that helps children and young people stay healthy, safe and prepared for life - and work - in modern Britain'

'Personal, social, health and economic education (PSHE) is an important and necessary part of all pupils' education.'

'It gives you the opportunity to take an honest look at the areas of your life that need improvement. Through this process, you get to know who you really are, what your true values are, and where you would like to go in life.'

Completed by J Hamer	July 2023
Next review date	July 2024
Next review date	
Next review date	

Each topic will be for 4 weeks/8 lessons. (refer to excel document)

Over the year there are 3 recap sessions - these can be used to do a lesson on 'What's going on in the World' at present or 'Votes for schools'.

The SOW have all been taken from the following areas:

Relationships and Sex Education

Living in the Wider World

Health and Wellbeing

Supporting Resources:

All supporting resources

<https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJNe4lDw2y>

Supporting Resources:

On the drive staff who have previously taught some of the topics have shared work.

Found under - Resources added from members of staff

Supporting Resources:

On the shared drive I have created a folder that contains all the topics I covered last year with supporting resources called - OLDER Topics and planning by J Hamer

Supporting Resources:

TES resources – this folder holds additional units purchased to support our topics.



VOTESFORSCHOOLS

VotesforSchools is passionate about equipping young people with the skills they need to life beyond the school gates. Making sure that young people are informed about what is happening in the world - and that their voices are heard. Each week, after hundreds of thousands of children take part in our lessons, they are invited to make an informed vote on the topic at hand.

After they've voted, we spring into action. We share their voices with numerous organisations across the world, ensuring that they are heard and action is taken.

I've highlighted topics/weeks which may be of interest to our students.

VOTESFORSCHOOLS 2023-24 | Upcoming VoteTopics Calendar

Autumn Term 2023

4th-8th September Topic Theme: Environment & climate change	11th-15th September No pre-planned VoteTopic	18th-22nd September No pre-planned VoteTopic	25th-29th September No pre-planned VoteTopic
2nd-6th October Topic Event: Black History Month	9th-13th October No pre-planned VoteTopic	16th-20th October Topic Theme: Crime, justice & extremism	23rd-27th October No pre-planned VoteTopic

30th October-3rd November: Half Term

6th-10th November Topic Event: Parliament Week	13th-17th November Topic Event: Anti-Bullying Week	20th-24th November Topic Event: Children's Grief Awareness Week	27th November-1st December Topic Theme: Community & charity
4th-8th December Topic Event: International Day of People with Disabilities	11th-15th December No pre-planned VoteTopic	18th-22nd December Topic Theme: Culture, media & the arts	

25th December 2023-5th January 2024: Christmas Break

Spring Term 2024

8th-12th January No pre-planned VoteTopic	15th-19th January No pre-planned VoteTopic	22nd-26th January No pre-planned VoteTopic
29th January-2nd February Topic Event: LGBT History Month	5th-9th February Topic Event: Safer Internet Day	12th-16th February No pre-planned VoteTopic

19th-23rd February: Half Term

26th February-1st March Topic Theme: Jobs, economy & education	4th-8th March Topic Theme: Equalities & identity	11th-15th March Topic Theme: Science & technology
18th-22nd March No pre-planned VoteTopic	25th-29th March Topic Theme: Health & wellbeing	

29th March-12th April: Easter Break

Summer Term 2024

15th-19th April

Topic Event: Earth Day

22nd-26th April

No pre-planned VoteTopic

29th April-3rd May

Topic Theme: Crime, justice & extremism

6th-10th May

No pre-planned VoteTopic

13th-17th May

No pre-planned VoteTopic

20th-24th May

No pre-planned VoteTopic

27th-31st May: Half Term

1st-5th June

No pre-planned VoteTopic

8th-12th June

No pre-planned VoteTopic

17th-21st June

Topic Theme: Global issues & politics

24th-28th June

Topic Theme: Equalities & identity

1st-5th July

No pre-planned VoteTopic

8th-12th July

No pre-planned VoteTopic

15th-19th July

No pre-planned VoteTopic

22nd July-2nd September: Summer Break

Additional assembly resources will be available via the website for the following events:

11th November

Remembrance Day

27th January

Holocaust Memorial Day

7th March

World Book Day

8th March

International Women's Day

You can also find a calendar detailing all relevant events & awareness days for the 2023-24 academic year on your Teacher Dashboard. Please be aware that these events are not guaranteed to be covered by VotesforSchools.

If you or your voters would like to submit a suggestion for a VoteTopic, please email us at secondary@votesforschools.com.



Be informed.



Be curious.



Be heard.



Willows One Schemes of Work

Personal Development

1 Self-confidence, support and safety

RSE

Duration 8 lessons	Content
1	Identify people who look after us and help us to take care of ourselves.
2	Identify some of the ways in which we may be cared for by our families, friends and other adults
3	Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with
4	Identify some of the ways in which we may be cared for by our families, friends and other adults
5	Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.)
6	Cont: form last lesson - Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.)
7	Identify simple ways some germs/illnesses may be spread
8	Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important

Adaptive teaching (stepping stones)	Emerging	Developing	Secure	Adaptive teaching (OLS4+)
<ul style="list-style-type: none"> Identify people who look after us and help us to take care of ourselves. 	<ul style="list-style-type: none"> Identify some of the ways in which we may be cared for by our families, friends and other adults. Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.). 	<ul style="list-style-type: none"> Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with. 	<ul style="list-style-type: none"> Identify some simple ways we can help to keep ourselves well. Identify simple ways some germs/illnesses may be spread. 	<ul style="list-style-type: none"> Describe different ways we keep ourselves healthy and well. Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important.

Supporting Resources:

Bright Dental Health check

<https://drive.google.com/drive/folders/1GM4JPxba4D-HAass6QyiZM-Ty-a38KoF> – power point/worksheets

on shared area

Personal Development

2 Taking care of Physical Self

HW

Duration 8 lessons	Content
1	Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally)
2	Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally)
3	Explain some of the benefits of balancing exercise, food and rest
4	Describe or demonstrate simple hygiene routines
5	Describe simple routines for going to bed/going to sleep. Recognise how we feel if we have not had enough sleep.
6	Describe some simple ways of staying safe in the sun.
7	Recognise the importance of simple rules for sun safety
8	Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)	
<ul style="list-style-type: none"> Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies. 	<ul style="list-style-type: none"> Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth). Recognise the importance of simple rules for sun safety. Recognise how we feel if we have not had enough sleep. 	<ul style="list-style-type: none"> Describe or demonstrate simple hygiene routines. Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally). Describe some simple ways of staying safe in the sun. Recognise that sleeping well is one way we can stay healthy. 	<ul style="list-style-type: none"> Give reasons why it is important to take care of personal hygiene. Describe some of the different ways to be physically healthy. Explain how the physical activities we enjoy doing help to keep us healthy. Describe simple routines for going to bed/going to sleep 	<ul style="list-style-type: none"> Describe what might happen if we don't take care of our personal hygiene. Explain some of the benefits of balancing exercise, food and rest. Identify what might happen to our bodies if we don't protect them from overexposure to the sun. 	<ul style="list-style-type: none"> Explain why it is important to take care of our bodies both now and in the future. Explain some things that can stop us sleeping well, and suggest ways to manage these. Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4lDw2y

Personal Development

3 Keeping Well

HW

Duration 8 lessons	Content
1	Identify some symptoms we may experience when we are not feeling well.
2	Recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers.
3	Substances or chemicals around the home that we should never taste or swallow; and where we might come across them
4	What to do if we are feeling ill, uncomfortable, or are in pain
5	Recognise and give examples of the difference between someone who can give us medicines/drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends).
6	Recognise that some people may not be able to eat certain foods because they will make them ill (allergies)
7	Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance
8	Describe how smoking and drinking alcohol can affect people's health.

Adaptive teaching (S/S)	Emerging	Developing	Secure	Adaptive teaching (OLs4+)
<ul style="list-style-type: none"> Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. Respond with curiosity to stimuli about the people who help us when we are feeling unwell. 	<ul style="list-style-type: none"> Demonstrate how to tell someone that we are feeling ill, uncomfortable or are in pain. Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital. Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us). 	<ul style="list-style-type: none"> Explain what it means to be hurt, unwell, uncomfortable or in pain. Identify medication that can help people to keep well; give examples of when this might be used. Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine). Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them. 	<ul style="list-style-type: none"> Identify some symptoms we may experience when we are not feeling well. Explain the decisions we (or an adult who takes care of us) might make about how to keep us well. Recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers. Explain why it is important not to touch, taste or take medicines without trusted adult being with us. Explain why we should never take someone else's medication. 	<ul style="list-style-type: none"> Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends). Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination). Explain why we should not accept medicines/ drugs from anyone (unless a responsible/qualified person has given it to them for us, e.g. our parents/carers/trusted adults). Describe how smoking and drinking alcohol can affect people's health. Identify whom we can talk to if we are worried about health

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Personal Development

4 Making the Right Choices, who can help us?

HW

Duration 8 lessons	Content
1	Look at everyday situations where we may need help? Broken down car, vet, lollipop person. Identify a list of different people who help. (People Who Help Us on Twinkl, lots of puzzles matching jobs/equipment)
2	Explain what these people do - create a collage - Vet - looks after animals, Lollipop person helps me cross the road safely.
3	Cont: Explain what these people do - create a collage - Vet - looks after animals, Lollipop person helps me cross the road safely.
4	What is the difference between medicines and other substances? What do they do?
5	Discuss the potential dangers of taking medicines without proper guidance.
6	Introduce the concept of making healthy choices and explain why it is important. Discuss examples of healthy choices such as eating nutritious food, exercising, personal hygiene and getting enough sleep.
7	Plan a healthy snack
8	Create a fruit kebab.

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLS4+)
Students will understand the concept of making healthy choices and why it is important for their well-being.	Students will understand the concept of making the correct choices to suit the situation. Explain what different roles/how a variety of professional to support us on a daily basis.	Students will be able to differentiate between medicines and other substances. Students will understand the importance of taking medicines only when prescribed by a doctor or given by a trusted adult. Students will know the potential dangers of taking medicines without proper guidance or without adult supervision. Describe or demonstrate simple hygiene routines. Recognise that sleeping well is one way we can stay healthy.	Give reasons why it is important to take care of personal hygiene. Describe some of the different ways to be physically healthy. Explain how the physical activities we enjoy doing help to keep us healthy. Describe simple routines for going to bed/going to sleep Plan/identify a healthy snack	Students will be able to identify and make healthy choices in their daily lives, such as staying active, eating nutritious food, and drinking water. Students will be aware of the importance of seeking guidance from trusted adults when making choices about medicinal drugs, smoking, and alcohol.

Supporting Resources:

All supporting resources

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Personal Development

5 Growing and Changes (Baby-Adult)

RSE

Duration 8 lessons	Content
1	Recognise that bodies change as people become adults, including Puberty. What is Puberty?
2	Identify whom we can talk to about growing and changing
3	How the body changes shape for men and women.
4	Describe what happens during puberty, including mood swings, emotional changes, hair growth, skin and voice changes
5	Cont: Describe what happens during puberty, including mood swings, emotional changes, hair growth, skin and voice changes
6	Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate)
7	Recognise that people experience the physical and emotional changes of puberty over different lengths of time
8	Identify reliable sources of advice on growing and changing

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond with curiosity to adult prompting of the names for body parts and changes of puberty. 	<ul style="list-style-type: none"> Recognise correct vocabulary for some of the main body parts. Recognise that bodies change shape for men and women. 	<ul style="list-style-type: none"> Identify whom we can talk to about growing and changing. Recognise that people experience the physical and emotional changes of puberty over different lengths of time. 	<ul style="list-style-type: none"> Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes. Describe some of the physical changes that occur as we grow up (e.g. menstruation). 	<ul style="list-style-type: none"> Use correct vocabulary to name male and female reproductive organs. Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private. Identify reliable sources of advice on growing and changing.

Supporting Resources:

All supporting resources

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Personal Development

6 Things we are good at.

RSE

Duration 8 lessons	Content
1	Describe the ways in which we are special and unique
2	Recognise that being unique means we might like and be good at different things from other people.
3	Describe ourselves – recognising that there is self and there are others.
4	Describe things that we enjoy or that make us feel happy
5	Identify what we are good at, both in and out of school, Our strengths/talents.
6	Describe and demonstrate things we can do well and identify areas where we need help to develop
7	Identify own hopes/ aspirations; explain in simple terms how we might achieve them
8	Describe my family does anyone in your family inspire you? Have they always supported you, Are they there for you?

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)	
<ul style="list-style-type: none"> Respond with curiosity to stimuli about the ways in which we are special. Respond with curiosity to stimuli about our family. 	<ul style="list-style-type: none"> Describe ourselves – recognising that there is self and there are others. 	<ul style="list-style-type: none"> Identify things we are good at (strengths/talents). Describe the ways in which we are special and unique. 	<ul style="list-style-type: none"> Describe things that we enjoy or that make us feel happy. Identify what we are good at, both in and out of school. Recognise that being unique means we might like and be good at different things from other people. 	<ul style="list-style-type: none"> Describe and demonstrate things we can do well and identify areas where we need help to develop. Identify hopes/wishes for our future lives. 	<ul style="list-style-type: none"> Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others. Identify own hopes/ aspirations; explain in simple terms how we might achieve them

Supporting Resources:

All supporting resources

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JN_e4IDw2y](https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y)

Duration 8 lessons	Content
1	Respond to stimuli with awareness and curiosity about the physical differences between people.
2	Describe things that all people have in common.
3	Recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique
4	Give reasons why it is always unacceptable to be rude or unkind towards other people; identify whom we could talk to if we experienced or observed this
5	Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010).
6	Explain that we should never make assumptions about people because they belong to a particular group or share a particular characteristic
7	Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate).
8	Explain why we should not 'like' or 'forward' such comments online; identify whom we could talk to about them

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond to stimuli with awareness and curiosity about the physical differences between people. 	<ul style="list-style-type: none"> Identify simple differences and similarities between people Describe things that all people have in common. 	<ul style="list-style-type: none"> Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010). Recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique. 	<ul style="list-style-type: none"> Explain that we should never make assumptions about people because they belong to a particular group or share a particular characteristic. Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate). Give reasons why it is always unacceptable to be rude or unkind towards other people; identify whom we could talk to if we experienced or observed this. 	<ul style="list-style-type: none"> Recognise that we may sometimes hear or read something (including online) that is rude and unkind about other people and explain ways we can safely respond, including how to report it. Explain why we should not 'like' or 'forward' such comments online; identify whom we could talk to about them.

Supporting Resources:

All supporting resources

[https://drive.google.com/drive/fo
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JN_e4lDw2y](https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4lDw2y)

Personal Development

8 Jobs people do

LWW

Duration 8 lessons	Content
1	Identify some different jobs that people we know do.
2	Describe a range of jobs that people might have and the qualities they might need to do them.
3	Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff);
4	Explain why we should not call emergency services for a joke or a dare
5	Identify some of the ways in which different adults who work in school contribute to school life
6	Identify a job we might like to do in the future
7	Recognise how strengths, qualities and things we learn in school might link to possible future jobs
8	Look at the job you identified for your future - do you need to set yourself any targets, work/develop a particular skill?

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)	
<ul style="list-style-type: none"> Respond to stimuli about the different jobs adults in school do. 	<ul style="list-style-type: none"> Identify some different jobs that people we know do. Identify different jobs within the community that can help in emergencies. 	<ul style="list-style-type: none"> Identify some of the ways in which different adults who work in school contribute to school life Know it's wrong to call 999 as a joke 	<ul style="list-style-type: none"> Describe a range of jobs that people might have and the qualities they might need to do them. Identify a job we might like to do in the future 	<ul style="list-style-type: none"> Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do. 	<ul style="list-style-type: none"> Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others. Recognise how strengths, qualities and things we learn in school might link to possible future jobs

Supporting Resources:

All supporting resources

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lders/1AmYIMLGs35xYPHZcfwAIFL
JN_e4IDw2y](https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y)

Personal Development

9 Belonging to a community

LWW

Duration 8 lessons	Content
1	Identify some different groups that we may belong to (e.g. family, school, clubs, faith).
2	Describe how being part of a group makes us feel
3	Suggest ways we can help people to feel welcome in the different groups and communities we belong to
4	Describe what it means to be part of a community and the things we do in the groups we belong to. Church groups, Guides/Brownies, Scouts/Cubs, Swimming club etc
5	Research/Identify different groups that are available in our community. (For both young and older adults)
6	Cont: Research/Identify different groups that are in our community. Do they have rules/terms you need to abide to showing commitment.
7	What different groups would you like to see in the community and why? Discuss littering/vandalism.
8	Rules, rights and responsibilities in different community settings, including voting and being able to share your opinion. Discuss littering/vandalism.

[Rules, Rights and Responsibilities - BBC Bitesize](#) Looks at voting

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith). 	<ul style="list-style-type: none"> Identify some different groups that we may belong to (e.g. family, school, clubs, faith). Describe how being part of a group makes us feel. 	<ul style="list-style-type: none"> Describe things we do in the groups we belong to. Respond to stimuli on different groups that are in our community. Know there are rules and being responsible in the community. 	<ul style="list-style-type: none"> Identify specific things we take part in as a member of these groups. Share ideas of what they would like to do more of within the community. Understand rules, rights and responsibilities in different community settings. Knows voting is being able to share your opinion. 	<ul style="list-style-type: none"> Describe what it means to be part of a community. Identify different groups that make up our community. Explain how it feels to be part of a community. Suggest ways we can help people to feel welcome in the different groups and communities we belong to. Share ideas of what they would like to do more of within the community and state why.

Supporting Resources:

All supporting resources

[https://drive.google.com/drive/fo
lders/1AmYIMLGs35xYPHZcfwAIFL
JN_e4lDw2y](https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4lDw2y)



Willows Two Schemes of Work

Personal Development

10 Keeping Safe Online/Local Community.

RSE

Duration 8 lessons	Content
1	What does trust mean, give examples of what is meant by trust. Identify trusted adults in school/people you know.
2	Describe 'degrees of trust' – those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings).
3	Recognise what keeping something secret means. Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad. Identify someone who can help us if we are afraid or worried
4	Recognise things we would call 'personal' and things we would call 'private' Identify some reasons for keeping personal information private
5	Explain when and why to ask an adult for help if we're asked to share information or keep a secret
6	Explain what a 'dare' is and what people might say or do if they are 'daring' us
7	Explain or demonstrate strategies to resist pressure to behave in inappropriate ways
8	Recap learning/Role play to demonstrate their understanding of this topic.

Adaptive Teaching (S/S)	Emerging	Developing	Secure	Adaptive Teaching (OLS4+)	
<ul style="list-style-type: none"> Respond to stimuli about people who are different to us in different ways. 	<ul style="list-style-type: none"> Describe what it means to treat others in a kind and fair way. Recognise that everyone is unique and special and no one should be treated unfairly. 	<ul style="list-style-type: none"> Recognise what prejudice means. Explain what it means to discriminate against someone. Recognise that prejudice and discrimination in any form are unacceptable. 	<ul style="list-style-type: none"> Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation). Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others. 	<ul style="list-style-type: none"> Explain what stereotyping means. Demonstrate simple constructive strategies for responding to prejudice and discrimination. Give reasons why we should expect to be treated with respect by others. 	<ul style="list-style-type: none"> Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Explain how we should show respect to others and others' beliefs, including people in the wider community.

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4lDw2y

Personal Development

11 Changes at Puberty

RSE

Duration 8 lessons	Content
1	Identify what babies they look like and how they behave (Ask them to bring in baby photo for lesson 4)
2	Identify some of the differences between a baby, child and adult.
3	Describe some of the things we can do now that we couldn't do when we were younger
4	Identify how we have changed since we were a baby (compare photos of themselves for changes)
5	Describe how our needs have changed since we were a baby
6	Identify stages of the human life cycle
7	Explain/create a booklet on how the needs of babies, children, adults and older people differ
8	Cont: Explain/create a booklet on how the needs of babies, children, adults and older people differ

Adaptive teaching (SS)	Emerging	Developing	Secure	Adaptive teaching (OLS4+)	
<ul style="list-style-type: none"> Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby. 	<ul style="list-style-type: none"> Identify some of the differences between a baby, child and adult. 	<ul style="list-style-type: none"> Describe how our needs have changed since we were a baby. 	<ul style="list-style-type: none"> Describe some of the things we can do now that we couldn't do when we were younger. Identify stages of the human life cycle. 	<ul style="list-style-type: none"> Identify stages of the human life cycle using the correct language/keywords. 	<ul style="list-style-type: none"> Explain how the needs of babies, children, adults and older people differ.

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Personal Development

12 Identifying and Expressing Feelings.

RSE

Duration 8 lessons	Content
1	Describe different kinds of feelings we may have experienced; those we like and those we don't like
2	Identify things that may make us cry/feel sad
3	Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling
4	Identify things that make us feel happy
5	Identify what makes us feel upset, angry, worried, anxious, frightened
6	Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to
7	Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous)
8	Who can I talk to about my feelings? Adults/friends/family/Agencies/Child line/NSPCC

Adaptive teaching (s/s)	Emerging	Developing	Secure	Adaptive teaching (OLS4+)	
<ul style="list-style-type: none"> Respond with curiosity to stimuli about different emotions. Respond with curiosity to stimuli which depict facial expressions representing different emotions/feelings. 	<ul style="list-style-type: none"> Describe different kinds of feelings we may have experienced; those we like and those we don't like. Identify things that make us feel happy. Identify things that may make us cry/feel sad. Identify what makes us feel upset, angry, worried, anxious, frightened. 	<ul style="list-style-type: none"> Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel. Recognise that when we experience a change or a loss we may feel sad/unhappy. Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. 	<ul style="list-style-type: none"> Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to. Can communicate some expression/feeling 	<ul style="list-style-type: none"> Demonstrate vocabulary/communication skills for expressing the intensity of a feeling. 	<ul style="list-style-type: none"> Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Personal Development

13 Choosing/Identifying right and wrong behaviours.

HW

Duration 8 lessons	Content
1	Discuss basic examples of right and wrong behaviours. Explore the consequences of making good choices and behaving appropriately.
2	Teach students the purpose of rules and their importance in creating a safe and fair environment. Discuss different types of rules in various settings (e.g., home, school, community).
3	Honesty and Trustworthiness. Teach students about the value of honesty and being trustworthy. Discuss the consequences of lying and breaking trust.
4	Taking Responsibility for Actions. Teach students the concept of responsibility and accountability. Discuss the importance of taking responsibility for their actions and their impact on others. Explore ways to make amends and learn from mistakes.
5	Appropriate and inappropriate social skills , you may also feel it appropriate to include touch 'The PANTS rule'
6	Appropriate and inappropriate social skills, you may also feel it appropriate to include touch 'The PANTS rule'
7	The boy who cried wolf story
8	Extension work from the boy who cried wolf/scenarios.

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
Students will understand the concepts of right and wrong	Students will recognize the importance of rules in creating a safe and fair environment. Students will demonstrate respect for others' feelings, personal space, and belongings.	Students will understand the value of honesty and being trustworthy. Students will take responsibility for their actions and understand the impact of their behaviour on others. Students will understand the concept of consequences and their connection to choices and actions.	Students will understand the concept of consequences and their connection to choices and actions. Students will demonstrate an increased awareness of making good choices and behaving appropriately.	Students will reflect on their learning and apply the concepts of right from wrong and basic rules in their daily lives. Understand the seriousness of very bad choices and decisions and know the consequences could stay with you forever.

Supporting Resources:

All supporting resources

[https://drive.google.com/drive/fo
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JN_e4IDw2y](https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y)

Personal Development

14 Public and Private (Trust)

RSE

Duration 8 lessons	Content
1	Give examples of what is meant by trust, Identify trusted adults in school
2	Describe 'degrees of trust' — those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings).
3	Recognise what keeping something secret means Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad.
4	Recognise things we would call 'personal' and things we would call 'private' Identify some reasons for keeping personal information private
5	Explain when and why to ask an adult for help if we're asked to share information or keep a secret
6	Identify someone who can help us if we are afraid or worried, including charities.
7	Explain what a 'dare' is and what people might say or do if they are 'daring' us
8	Explain or demonstrate strategies to resist pressure to behave in inappropriate ways.

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond to stimuli about the different ways we can communicate with adults in school. Respond to stimuli about ways of asking for help. Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise. 	<ul style="list-style-type: none"> Identify trusted adults in school. Recognise things we would call 'personal' and things we would call 'private'. Recognise what keeping something secret means. Identify someone who can help us if we are afraid or worried. 	<ul style="list-style-type: none"> Explain why 'trust' is not the same as 'like'. Give examples of what is meant by trust. Identify how we feel when we trust someone. Identify some reasons for keeping personal information private. Identify the difference between a 'surprise' and a 'secret'. Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad. Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened. 	<ul style="list-style-type: none"> Recognise that we do not have to trust someone just because they say we should. Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise. Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us. Explain when and why to ask an adult for help if we're asked to share information or keep a secret. 	<ul style="list-style-type: none"> Describe 'degrees of trust' — those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings). Explain that if we don't feel sure about sharing information or feel pressured, we don't have to. Give examples of how others may put us under pressure to do something. Explain what a 'dare' is and what people might say or do if they are 'daring' us. Identify some basic strategies for saying 'no' to pressure or dares. Identify whom to tell in different situations and what we could say.

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Personal Development

15 Ourselves, growing and changing

HW

Duration 8 lessons	Content
1	Recognise the ways in which we are all unique. Identify what they are good at, what they like and dislike.
2	Identify who the important people are in my life and why.
3	Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
4	Personal identity and what contributes to who people are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
5	Our own personal identity and what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
6	How to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
7	Changes growing and changing from young to old.
8	Preparing to move to a new class/year group (key stage 4 and their options in their future)

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond to stimuli showing what young people may like and dislike 	<ul style="list-style-type: none"> Identify what they are good at, what they like and dislike Identify who the important people are in my life 	<ul style="list-style-type: none"> Identify what makes me special and unique, what I am good at or proud of, and how these help me feel good about myself. I can describe how to follow simple hygiene and dental health routines. I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss. 	<ul style="list-style-type: none"> Describe how personal strengths, skills and achievements contribute to a sense of self-worth I can identify external body parts, how people's bodies and needs change as they grow from young to old. I can describe ways to prepare for and manage transitions positively between important stages in life or school. 	<ul style="list-style-type: none"> I can suggest ways to manage setbacks and unhelpful thinking I can identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty I can demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly. I can suggest strategies to manage our body changes as we grow older

Supporting Resources:

All supporting resources

[https://drive.google.com/drive/fo
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Duration 16 lessons	Content
1	Using simple language and visuals to explain the concept of gardening. Highlight the benefits of growing flowers and vegetables and discuss how gardening can be a fun and rewarding activity. Tools required/seeds. Research what they could grow, and eat.
2	Introduce a few common and easy-to-grow flowers and vegetables, think of sensory and textures/smells of plants – lavender etc encouraging students to express their preferences for certain plants. Explore different types of soil - emphasize how composting helps plants grow strong and healthy
3	Allow students to plant seeds with guidance, discuss the needs of seeds, such as water and sunlight. Looking at planning their garden beds, space required for the different flowers/bulbs. A flower section/vegetable/sensory section?
4	Caring for the garden. Explain the importance of watering and plant care in simple terms encouraging students to participate in caring for plants as well as the local area – keeping it clean, pulling up weeds. Watching and observing their garden grow.
5	Introduce basic concepts of beneficial insects and worms in the garden, Use images and videos to showcase friendly garden creatures. Discuss how these creatures help plants grow and stay healthy.
6	Appreciate how their 'garden' is supporting wildlife, insects and our environment. Looking at how these creatures help plants grow and stay healthy, growing your own food can be good on the environment and finances. Continue to watch and observe their garden grow and complete upkeep of their gardens.
7	Set up a sensory garden with different textures, smells, and colours. Discuss the sensory experience and relate it to gardening – how it makes people feel.
8	Explore the wider community. What shops, facilities have we got near our school that are beneficial to us? Shops – what kind? Transport links – bus/tram? Parks/play areas/wildlife areas/walks, Schools, community centre/library. Continue to watch and observe their garden grow and complete upkeep of their gardens.
9	Cont: with lesson 8
10	Cont: with lesson 8 Continue to watch and observe their garden grow and complete upkeep of their gardens.
11	Being a good citizen. Litter picking in the community – explore the type of litter found. Is it rubbish from a pie shop? Do they need to add more bins? Bottles of beer in parks? Maybe more community police officers or community centres. Fly tipping?
12	Cont: with lesson 11 Continue to watch and observe their garden grow and complete upkeep of their gardens.

Personal Development

16 Our Community (8 weeks slide 2)

LWW

Duration 16 lessons	Content
13	Cont: with lesson 11 Continue to watch and observe their garden grow and complete upkeep of their gardens.
14	Use flowers and vegetables as artistic materials for crafts, Engage students in creating simple art pieces using garden produce. Display and celebrate their artwork within the classroom.
15	Use flowers and vegetables as artistic materials for crafts, Engage students in creating simple art pieces using garden produce. Display and celebrate their artwork within the classroom. Continue to watch and observe their garden grow and complete upkeep of their gardens.
16	Garden Celebration-Organize a small garden celebration for students and their families Let students showcase their plants and artwork from the lessons, some flowers/vegetables may be blooming and edible (cress) Reflect on the gardening journey and their community work, celebrating their achievements

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Can identify the differences with flowers and vegetables. Respond to stimuli that you can buy them for stores or grow flowers/vegetables 	<ul style="list-style-type: none"> To understand and express the basic concept of gardening and its benefits. Show they recognize a few common flowers and vegetables, showing their preferences for certain plants. Engage in art work using flowers and vegetables. 	<ul style="list-style-type: none"> Can recognize and name a few common flowers and vegetables, showing their preferences for certain plants . Participate in the process of planting seeds in garden beds with guidance. Participate in the process of gentle picking techniques with guidance. Participate in the process of gentle picking techniques with guidance. 	<ul style="list-style-type: none"> Students will understand the importance of watering and caring for plants, and actively participate in watering activities with support. Students will recognize and name some beneficial insects and worms found in the garden, understanding their role in plant growth. Explore a sensory garden using their senses, expressing their sensory experience using basic language. Understands how they can support the local community. 	<ul style="list-style-type: none"> Identify different types of soil through touch and understand how composting helps plants grow strong and healthy. Students will identify ripe fruits and vegetables ready for harvest and demonstrate gentle picking techniques. Explore a sensory garden using their senses, expressing their sensory experience with simple language or gestures. Gain basic gardening knowledge and skills, such as planting seeds, watering, and caring for plants.

Supporting Resources:

All supporting resources
https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Duration 8 lessons	Content
1	Identify and describe different feelings like anger and what it feels like/what upset feels like Give examples of how our feelings can be hurt, Recognise that behaviour which hurts others' bodies or feelings is wrong
2	Identify what teasing means and how people who are teased might feel. Identify what we can do if others are excluding us or being unkind Recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it
3	Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion)
4	Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting)
5	Identify different positive responses we can take towards unkind behaviour and bullying
6	Discuss the importance of respecting others' feelings, personal space, and belongings. Teach students about empathy and how it contributes to positive social interactions. Engage in role-playing activities to practice respectful behavior and problem-solving skills.
7	Teach students about the value of honesty and being trustworthy. Discuss the consequences of lying and breaking trust as well as being responsible for their own actions.
8	Identify the qualities of a good friend.

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond with curiosity to stimuli about what anger is and what being angry feels like. Respond to stimuli about what feeling upset means. 	<ul style="list-style-type: none"> Describe what feeling angry means. Describe what feeling upset means. Recognise that behaviour which hurts others' bodies or feelings is wrong. 	<ul style="list-style-type: none"> Identify when people are being kind or unkind — either to us or to others. Give examples of how our feelings can be hurt. Describe how this may make us feel angry, worried or upset. Know what honesty trust and being trusted means. 	<ul style="list-style-type: none"> Identify what teasing means and how people who are teased might feel. Give reasons why teasing or name-calling is not acceptable. Identify what we can do if others are excluding us or being unkind. Identify different positive responses we can take towards unkind behaviour and bullying. Knows what qualities a good friend has. Lies and their consequences. Understanding why people want/need their own space. 	<ul style="list-style-type: none"> Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion) Recognise that this can happen online. Describe and/or demonstrate what we can say or do if we or someone else is being bullied. Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting). Recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it.

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y



Year 7

Schemes of Work

Duration 8 lessons	Content
1	Identify the different ways in which we are special/unique.
2	Identify things we can do which help us to feel good about ourselves
3	Identify things that others may say or do that could affect how we feel about ourselves
4	Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments
5	Identify feelings associated with feeling good about ourselves
6	Identify things that we may say or do that could affect how we or others feel about us
7	Explain the difference between helpful/kind and unhelpful/unkind comments
8	Games session or activities that help us to feel good.

Adapting teaching (s/s)	Emerging	Developing	Secure	Adapting teaching (OLS4+)	
<ul style="list-style-type: none"> Respond with curiosity to stimuli about some of the different ways in which we are special. 	<ul style="list-style-type: none"> Identify feelings associated with feeling good about ourselves. Respond with a variety of different ways in which we are special/unique 	<ul style="list-style-type: none"> Identify things we can do which help us to feel good about ourselves. 	<ul style="list-style-type: none"> Identify things that we may say or do that could affect how we or others feel about us. Identify things that others may say or do that could affect how we feel about ourselves. Know some differences between helpful/kind and unhelpful/kind comments 	<ul style="list-style-type: none"> Explain the difference between helpful/kind and unhelpful/unkind comments. Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments. 	<ul style="list-style-type: none"> Demonstrate polite and assertive ways of challenging unkind comments directed at us or others.

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Duration 8 lessons	Content
1	What makes us feel calm and relaxed?
2	Explain the link between physical health and mental wellbeing Identify simple ways to maintain our wellbeing
3	How feelings can affect people's bodies
4	Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
5	Things we can do to help ourselves when we feel worried or stressed
6	How to recognise and name different feelings
7	Take part in a project looking at charities that can support mental wellbeing
8	Take part in activities that support positive mental wellbeing (i.e board games, mindfulness)

Adaptive teaching (s/s)	Emerging	Developing	Secure	Adaptive teaching (OLS4+)
<ul style="list-style-type: none"> Respond to stimuli about things we like to do which make us feel calm and relaxed. 	<ul style="list-style-type: none"> Identify things we can do to help ourselves when we feel worried or stressed 	<ul style="list-style-type: none"> Recognise what mental health and emotional wellbeing are. Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music). 	<ul style="list-style-type: none"> Explain the link between physical health and mental wellbeing. Recognise when we need help with mental health or emotional wellbeing and whom we can speak to. Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating). Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing. 	<ul style="list-style-type: none"> Explain in detail some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing. Describe how we can help friends or family who might be feeling stressed or unhappy. Identify things that can prevent people from seeking help with mental health issues (e.g. stigma)
				<ul style="list-style-type: none"> Identify reliable sources of advice and support for mental health and emotional wellbeing. Identify some strategies for challenging stereotypes and stigma relating to mental health.

Supporting

Resources:

All supporting resources
https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4lDw2y

Personal Development

20 Feeling Well

RSE

Duration 8 lessons	Content
1	Understand what it means to feel unwell; show awareness of how to indicate to someone that we are feeling unwell Describe simple things we can do if we are not feeling well
2	Demonstrate how to let someone know that we are feeling unwell. Identify whom to tell if we feel unwell.
3	Describe the difference between feeling well and feeling unwell
4	Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses)
5	Describe in simple terms how germs can be spread to others
6	Explain why 'self-diagnosis' from websites can be inaccurate or potentially harmful
7	Identify some things we can do to take care of our physical wellbeing and our mental wellbeing
8	Describe simple things we can do if we are not feeling well Identify some of the people and organisations that can provide reliable support and advice if we are physically or mentally unwell

Adaptive teaching (s/s)	Emerging	Developing	Secure	Adaptive teaching (OLS4+)	
<ul style="list-style-type: none"> Respond to stimuli about what it means to feel unwell; show awareness of how to indicate to someone that we are feeling unwell. 	<ul style="list-style-type: none"> Describe the difference between feeling well and feeling unwell; demonstrate how to let someone know that we are feeling unwell. 	<ul style="list-style-type: none"> Identify how we can tell if we are unwell (including possible symptoms). Describe in simple terms how germs can be spread to others. Identify whom to tell if we feel unwell. Identify useful phrases or vocabulary to use in order to let someone know that we feel unwell. Explain why it is a good idea to ask for help quickly if we feel unwell. 	<ul style="list-style-type: none"> Identify some things we can do to take care of our physical wellbeing and our mental wellbeing. Describe simple things we can do if we are not feeling well. Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses). Recognise some situations where we might need to ask someone for help with our mental wellbeing (e.g. feeling unhappy or depressed, disrupted sleep pattern, not wanting to eat/over-eating). Identify some of the terms that are used to describe when someone is emotionally/mentally unwell. 	<ul style="list-style-type: none"> Describe how following simple routines can reduce the spread of germs (bacteria and viruses) and why this is important. Identify some of the items we might use to support personal hygiene (e.g. soap, toothpaste, flannel, sponge, shower gel, antiperspirant). Identify some ways we can take increased responsibility for looking after our physical and mental health. Explain why it is as important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell. 	<ul style="list-style-type: none"> Identify some of the people and organisations that can provide reliable support and advice if we are physically or mentally unwell. Explain how we know we can trust these people and organisations to give us advice that will help us (e.g. GP, school nurse, NHS, Childline, Young Minds). Explain why 'self-diagnosis' from websites can be inaccurate or potentially harmful. Explain what is meant by immunisation and vaccination and why people might be immunized or vaccinated. Explain how and why to carry out self-examination as a way of checking for specific conditions (cancer), including breast and testicular self examination.

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Personal Development

21 Rules and Law

LWW

Duration 8 lessons	Content
1	The things we are allowed to do in school
2	Explain how rules help us; rules we have in the classroom, at home as well as rules in the community.
3	Come up with a poster showing a set of rules for people to follow in the community. You could choose a park, pond/wildlife nature area or community in general.
4	Give some simple examples of things we are allowed/not allowed to do in school (rules) Back up your answers/why/what are the benefits.
5	Explain how rules and laws help us to live and work with other people outside of school. How can they protect us?
6	Identify what might happen if we did not have rules and laws or if people ignored them. Anti social behaviour - what is it, what are anti social behaviours.
7	Anti social behaviour - what is it, what are anti social behaviours .
8	Anti social behaviour - How do they effect the community and environment and the effects of anti social behaviour/punishment/laws.

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond to stimuli or adult modelling about the things we are allowed to do in school. 	<ul style="list-style-type: none"> Give some simple examples of things we are allowed/not allowed to do in school (rules) 	<ul style="list-style-type: none"> Explain how rules help us; rules we have in the classroom, home and in the community. Understand the consequences of not following rules. 	<ul style="list-style-type: none"> Identify what is anti social behaviour. The different types of anti social behaviours. Consequences of anti social behaviour 	<ul style="list-style-type: none"> Explain how rules and laws help us to live and work with other people outside of school. Punishments and law of anti social behaviour

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Duration 8 lessons	Content
1	Identify some of the different ways we have changed as we have grown older
2	Explain why puberty happens. Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings
3	Cont: Explain why puberty happens. Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings
4	Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social)
5	Identify the functions of the reproductive organs, including how conception occurs
6	Recognise that fertility changes over time and in response to some lifestyle choices/factors this can affect fertility
7	Describe the different stages of reproduction, pregnancy and birth
8	Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty. (Discussing STI's if appropriate/transfer of infection)

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond with curiosity to stimuli about the ways in which we change as we get older. 	<ul style="list-style-type: none"> Identify some of the different ways we have changed as we have grown older. 	<ul style="list-style-type: none"> Describe some of the new opportunities and responsibilities we have experienced as we have grown older. Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). Explain why puberty happens. 	<ul style="list-style-type: none"> Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Describe the different stages of reproduction, pregnancy and birth. 	<ul style="list-style-type: none"> Identify the functions of the reproductive organs, including how conception occurs. Describe the different stages of reproduction, pregnancy and birth. Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty. Evaluate how emotions may change as we get older and are no longer children. Recognise that fertility changes over time and in response to some lifestyle factors.

Supporting Resources:

All supporting resources

[https://drive.google.com/drive/fo
lders/1AmYIMLGs35xYPHZcfwAIFL
JN_e4lDw2y](https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4lDw2y)

Duration 8 lessons	Content
1	Identify how to keep our bodies safe (appropriate and inappropriate contact)
2	Describe in simple terms what it means to take care of our bodies and keep them safe.
3	Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. Who can you go to? Online support too.
4	Give examples of when it is or is not appropriate to be in someone else's 'personal space', read some scenarios. Practise the personal space 'exercise'/circle.
5	Explain what unwanted physical contact means. Discuss ways to indicate to others that we need help
6	Describe how it might feel when someone encroaches on our personal space
7	Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police
8	Cont: Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond to stimuli about feeling frightened or worried. Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact). Respond to adult modelling about ways to indicate to others that we need help. 	<ul style="list-style-type: none"> Explain what being frightened or worried means. Demonstrate simple ways to communicate that we are frightened or worried. Describe in simple terms what it means to take care of our bodies and keep them safe. 	<ul style="list-style-type: none"> Demonstrate some simple strategies we can use if we are feeling frightened or worried. Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe. Explain what unwanted physical contact means. Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. Demonstrate simple ways of communicating to others that we need help. 	<ul style="list-style-type: none"> Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online. Explain what is meant by 'personal space'. Describe ways we can safely challenge unwanted physical contact and ask for help. Explain or demonstrate strategies for communicating that we need help in different situations. Give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed. 	<ul style="list-style-type: none"> Describe how it might feel when someone encroaches on our personal space. Give examples of when it is or is not appropriate to be in someone else's 'personal space'. Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong. Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police. Explain that someone we like may not always be trustworthy. Demonstrate what we can say or do and whom we can tell if we are concerned about our own or someone else's personal safety. Explain what we should say, do and whom to tell if we, or someone we know, fears that they will experience, or have already experienced FGM, and that it is never that person's fault.

Supporting Resources:

All supporting resources

https://drive.google.com/drive/foIders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Duration 8 lessons	Content
1	Identify some of the similarities and differences between people, What we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity).
2	Describe what is meant by rights and responsibilities. Explain the benefits of diversity for our friendships and our community
3	Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law.
4	Identify why stereotyping is unfair. Describe how to safely challenge stereotyping or discrimination when we witness or experience it.
5	Identify what is meant by having rules in school, at home and in the wider world.
6	Describe what is meant by rights and responsibilities Rights and responsibilities KS1 Citizenship Primary - BBC Bitesize
7	Identify some of the different kinds of rights and responsibilities we have in and outside school
8	Recognise that everyone has 'human rights' and that the law protects these rights

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond with interest to stimuli about the ways in which people can be the same and also be different. Respond with interest to stimuli about rules and routines there are in school. 	<ul style="list-style-type: none"> Identify some of the similarities and differences between young people of our age. Identify what is meant by having rules in school, at home and in the wider world. 	<ul style="list-style-type: none"> Describe some of the similarities, differences and diversity among people of different race, faith and culture. Describe what is meant by rights and responsibilities Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity). 	<ul style="list-style-type: none"> Identify some of the different kinds of rights and responsibilities we have in and outside school. Identify why stereotyping is unfair. Identify whom we can talk to if we are worried about our rights or those of other people 	<ul style="list-style-type: none"> Explain the benefits of diversity for our friendships and our community. Recognise that everyone has 'human rights' and that the law protects these rights. Identify some of our rights to different opportunities in both education and work Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law. Explain how stereotypes (e.g. based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination. Describe how to safely challenge stereotyping or discrimination when we witness or experience it.

Supporting Resources:

All supporting resources

https://drive.google.com/drive/foIders/1AmYIMLGs35xYPHZcfwAIFLJN_e4lDw2y

Personal Development

25 Taking care of the environment

LWW

Duration 8 lessons	Content
1	Examples of the natural environment. Protecting the environment - BBC Bitesize
2	Cont: lesson 1
3	Recognise different ways of showing compassion to other living things (e.g. wildlife, pets) Make a bird feeder How to make a Bird Feeder from a Plastic Bottle - YouTube
4	Cont: lesson 3
5	Identify living things that people can care for (e.g. house plants, pets, gardens). Teaching them the importance of responsibilities, routines being dependent upon.
6	Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in Take part in litter picking in the school community and also out in the wider community (Chatsworth road)
7	Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution)
8	Identify our feelings and values in relation to climate change and the environment.

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond with curiosity to stimuli about the natural environment. 	<ul style="list-style-type: none"> Identify living things that people can care for (e.g. house plants, pets, gardens). 	<ul style="list-style-type: none"> Recognise different ways of showing compassion to other living things (e.g. wildlife, pets). Participate in doing something for the environment 	<ul style="list-style-type: none"> Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in. 	<ul style="list-style-type: none"> Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution). Identify our feelings and values in relation to climate change and the environment.

Supporting Resources:

All supporting resources

[https://drive.google.com/drive/fo
lders/1AmYIMLGs35xYPHZcfwAIFL
JN_e4lDw2y](https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4lDw2y)

Duration 8 lessons	Content
1	How does the political system work in the UK? <i>What is a democracy? The House of Commons and The House of Lords</i>
2	What is the House of Lords? Role/Peers
3	What are the House of Commons? Members of Parliament/The 650 constituents/The General Election
4	Cont: lessons2/3
5	How can you describe the UK's political system? What is a constitutional monarchy?/Who makes our laws?/What is the royal assent?
6	Cont:lesson 5
7	The work of a Member of Parliament (MP) The electoral system/Helping local people/Debating / writing/ Asking questions during weekly PM questions
8	Cont:lesson 7

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond with curiosity to stimuli about how laws are made in the UK. Respond with curiosity to stimuli about keywords like Parliament, MP's, Monarchy (King) 	<ul style="list-style-type: none"> Recalls with guidance Democracy, The house of Commons and The House of Lords. Responds with curiosity to stimuli on who makes our laws 	<ul style="list-style-type: none"> Recalls what Democracy is, Recalls the job of The house of Commons and The House of Lords. Know we vote for MP's. Recall one of the main political parties 	<ul style="list-style-type: none"> Understands what Democracy is, Understands the job of The house of Commons and The House of Lords. Know we vote for MP's. and the General Election Recall the main political parties 	<ul style="list-style-type: none"> Describe the UK's political system. Responds to debates. Can explain the electoral system

Supporting Resources:

Useful websites to help planning

- <https://www.bbc.co.uk/bitesize/guides/zmrxbk/revision/6>
- <https://www.bbc.co.uk/bitesize/guides/zwypxfr/revision/4>
- <https://www.bbc.co.uk/bitesize/guides/zmrxbk/revision/6>

Resources here

- G:\Shared drives\Teaching and Learning TEAM DRIVE\Personal Development\1. Curriculum\3. Resources\2. Cre8tive Curriculum PHSE Resources Pack.zip\Cre8tive Curriculum 7YR Pack\Core Theme 1 - Rights, Responsibilities and British Values (RBV)



Year 8

Schemes of Work

Personal Development

27 Commando Joe (8 weeks slide 1)

HW

Duration – 8 lessons	Content
1	
2	
3	
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Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Personal Development

27 Commando Joe (8 weeks slide 2)

HW

Duration – 8 lessons	Content
1	
2	
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8	

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Personal Development

28 Accidents and Local Safety

RSE

Duration – 8 lessons	Content
1	Commando Joe ??
2	Discuss what is meant by keeping safe. Explain what is meant by something being an accident
3	Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves
4	Explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road)
5	Describe what is meant by personal safety. Explain what is meant by the terms risky
6	Identify some behaviours that might be risky.
7	Identify ways of reducing risk and keeping safe in the street, on roads , during travel, in the park, on our own
8	Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own

Adaptive teaching (s/s)	Emerging	Developing	Secure	Adaptive teaching (OLS4+)	
<ul style="list-style-type: none"> Respond with curiosity to stimuli about what is meant by keeping safe. 	<ul style="list-style-type: none"> Describe what is meant by personal safety. Explain what is meant by something being an accident. 	<ul style="list-style-type: none"> Explain what is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire). Identify some behaviours that might be risky. 	<ul style="list-style-type: none"> Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk. Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves. Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own. Can understand how mobile phones can cause an accident as they distract people. 	<ul style="list-style-type: none"> Explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road). 	<ul style="list-style-type: none"> Explain why, although we cannot prevent all accidents from happening, it is still important to still take steps to reduce and manage risk. Explain when and why taking a risk can be positive (e.g. trying something new).

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4lDw2y

Duration 8 lessons	Content
1	Identify different health professionals (doctors, dentists, nurses) and how they take care of us. Where might we see these people?
2	Recognise what is meant by a 'medicine'. Discuss the terms legal/illegal.
3	Identify the difference between over the counter medicines and those prescribed by a doctor.
4	Describe how medicines, when used responsibly can help us to take care of our health (e.g. painkillers when we have a headache).
5	Identify some examples of over the counter medicines
6	Recognise the importance of taking over the counter and prescribed medicines correctly
7	Look at various medicine labels and identify important factors - dosage/age/expiry date/
8	Explain that all drugs can have risks to health, even if they are legal or have been prescribed.

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
Respond to stimuli about different health professionals (doctors, dentists, nurses) and how they take care of us.	Recognise what is meant by a 'medicine'.	Identify the difference between over the counter medicines and those prescribed by a doctor. Identify some examples of over the counter medicines	Describe how medicines, when used responsibly can help us to take care of our health (e.g. painkillers when we have a headache). Recognise the importance of taking over the counter and prescribed medicines correctly.	Explain that all drugs can have risks to health, even if they are legal or have been prescribed.

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4lDw2y

Personal Development

30 Body Image

HW

Duration 8 lessons	Content
1	What is body image? Look at different examples of bodies in advertising
2	Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally)
3	Identify the influences on young people to look a particular way
4	Identify ways in which images of people may be manipulated in the media/social media
5	Describe our thoughts and feelings about how different bodies are portrayed in the media
6	Explain why people want to change the way they look. Ways we can maintain self esteem in relation to body image
7	The risks associated with cosmetic procedures (i.e. tanning, piercings, tattoos)
8	Explain why advertisers use might use manipulated images and how the might influences their responses

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)	
Respond to stimuli showing different images of young people.	Identify and describe some different images of young people in pictures, magazines, TV programmes and social media.	Describe our thoughts and feelings about how different bodies are portrayed in the media. Explain why some people might want to change the way they look. Recognise what is meant by body image.	Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality. Identify some influences on young people to look a particular way, and the impact of these on emotional wellbeing.	Explain what is meant by self-esteem. Describe some ways we can maintain self-esteem in relation to body image.	Identify some of the risks associated with cosmetic/ aesthetic procedures (e.g. piercings, tattoos, tanning). Explain why advertisers might use manipulated images and how recognising this might influence our responses.

Supporting Resources:

All supporting resources

[https://drive.google.com/drive/fo
lders/1AmYIMLGs35xYPHZcfwAIFL
JN_e4lDw2y](https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4lDw2y)

Personal Development

31 Personal Strengths

RSE

Duration 8 lessons	Content
1	What do we mean personal strengths? (Using a whiteboard write down those of the person next to you/swop - photograph and add to book)
2	Describe what we are good at and/or enjoy
3	Demonstrate how to recognise and appreciate personal strengths in other people
4	Identify some simple strategies to help manage negative opinions/ comments (Using a whiteboard write down those of the person next to you(things they could maybe improve on) (Being polite)/swop - photograph and add to book)
5	Identify some of our own personal strengths and skills (things we are really good at or can do really well)
6	Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves. Read through some scenarios.
7	Explain that how we feel about ourselves (self esteem) can be affected by what is happening in our lives
8	Give reasons why media, including social media ca affect how people feel about themselves

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond to stimuli about what we are good at and/or enjoy. 	<ul style="list-style-type: none"> Describe what we are good at and/or enjoy. 	<ul style="list-style-type: none"> Identify some of our own personal strengths and skills (things we are really good at or can do really well). 	<ul style="list-style-type: none"> Demonstrate how to recognise and appreciate personal strengths in other people. Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves. 	<ul style="list-style-type: none"> Identify some simple strategies to help manage negative opinions/ comments. Describe what other people might perceive our personal strengths, talents and skills to be. Explain that how we feel about ourselves (self esteem) can be affected by what is happening in our lives. Give reasons why media, including social media ca affect how people feel about themselves.

Supporting Resources:

All supporting resources

[https://drive.google.com/drive/fo
lders/1AmYIMLGs35xYPHZcfwAIFL
JN_e4IDw2y](https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y)

Personal Development

32 Jass Award (8 weeks slide 1)

HW

Duration 8 lessons	Content
1	Describe the ways in which we are special and unique
2	
3	
4	
5	
6	
7	
8	

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)	
<ul style="list-style-type: none"> Respond with curiosity to stimuli about the ways in which we are special. Respond with curiosity to stimuli about our family. 	<ul style="list-style-type: none"> Describe ourselves — recognising that there is self and there are others. 	<ul style="list-style-type: none"> Identify things we are good at (strengths/talents). Describe the ways in which we are special and unique. 	<ul style="list-style-type: none"> Describe things that we enjoy or that make us feel happy. Identify what we are good at, both in and out of school. Recognise that being unique means we might like and be good at different things from other people. 	<ul style="list-style-type: none"> Describe and demonstrate things we can do well and identify areas where we need help to develop. Identify hopes/wishes for our future lives. 	<ul style="list-style-type: none"> Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others. Identify own hopes/aspirations; explain in simple terms how we might achieve them

Supporting Resources:

All supporting resources

[https://drive.google.com/drive/fo
lders/1AmYIMLGs35xYPHZcfwAIFL
JN_e4IDw2y](https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y)

Personal Development

32 Jass Award (8 weeks slide 2)

HW

Duration 8 lessons	Content
1	Describe the ways in which we are special and unique
2	
3	
4	
5	
6	
7	
8	

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)	
<ul style="list-style-type: none"> Respond with curiosity to stimuli about the ways in which we are special. Respond with curiosity to stimuli about our family. 	<ul style="list-style-type: none"> Describe ourselves — recognising that there is self and there are others. 	<ul style="list-style-type: none"> Identify things we are good at (strengths/talents). Describe the ways in which we are special and unique. 	<ul style="list-style-type: none"> Describe things that we enjoy or that make us feel happy. Identify what we are good at, both in and out of school. Recognise that being unique means we might like and be good at different things from other people. 	<ul style="list-style-type: none"> Describe and demonstrate things we can do well and identify areas where we need help to develop. Identify hopes/wishes for our future lives. 	<ul style="list-style-type: none"> Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others. Identify own hopes/aspirations; explain in simple terms how we might achieve them

Supporting Resources:

All supporting resources

[https://drive.google.com/drive/fo
lders/1AmYIMLGs35xYPHZcfwAIFL
JN_e4lDw2y](https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4lDw2y)

Duration 8 lessons	Content
1	What are the different types of crime? <i>Crimes against the person/against property/against authority</i>
2	What are the different types of Punishment? <i>Retribution/Deterrence/Rehabilitation What are they what do they do?</i>
3	What is law enforcement? <i>The role of HRH</i>
4	Law, Crime and Society in Medieval Britain The significant role of local community - tithing, hue and cry. Humiliation by stocks and pillory. The Kings gradually increased their role in crime and punishment
5	Law, Crime and Society in Early modern England? <i>Changes to the defining of crime leading to Civil War. Witchcraft introduced as a new crime. Crime rates increased in treason and heresy</i> <i>Introduction of transportation</i>
6	Law, crime and society during the Industrial Revolution? Smuggling and poaching crimes emerged. The increase in crime, especially in cities, saw the introduction of the first centralised system of policing, known as the Bow Street Runners. They then later developed into the Metropolitan Police, introduced by Sir Robert Peel in 1829. The 1823 Gaols Act introduced a prison system with the aim of reforming criminals
7	Law, crime and society in Modern Britain Crimes associated with cars increased, race-related crimes took place. Significant changes to the law occurred around both homosexuality and abortion..
8	Law, crime and society in Modern Britain Old crimes continued in new forms (eg computer fraud and identity theft) because of developments in technology. Changes in the attitudes of society have led to changes in punishments. There is now much more of a focus on tackling the causes of crime and reforming the character of criminals rather than only deterrence and retribution.

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Knows right from wrong. Respond with curiosity to stimuli about what crime is. Responds to stimuli on consequences. 	<ul style="list-style-type: none"> Understands crime is bad and consequences come with this behaviour. Can recall a 'past' change in laws. Can identify something seen as a 'crime.' 	<ul style="list-style-type: none"> Can describe different crimes. Knows crimes can put people in prison. Can recall 'past' changes in laws. Can recall a change in the law during Modern Britain. 	<ul style="list-style-type: none"> Can identify and discuss different crimes. Knows there are different types of Punishment. Knows The role of HRH. Recalls 'past' changes in laws. Can recall changes in the law during Modern Britain. 	<ul style="list-style-type: none"> Can identify/recall changes in the laws in different periods of time in Britain. Medieval/Early Modern/Industrial Revolution. Can identify/recall changes in the laws in Modern Britain. Can identify/recall changes in the laws in Modern Britain and give reasons for the changes.

Supporting Resources:

Websites to help with planning

- <https://www.bbc.co.uk/bitesize/guides/zk6k96f/revision/3>
- <https://www.bbc.co.uk/bitesize/guides/zk6k96f/revision/1>

Resources here

- G:\Shared drives\Teaching and Learning TEAM DRIVE\Personal Development\1. Curriculum\3. Resources\2. Cre8tive Curriculum PHSE Resources Pack.zip\Cre8tive Curriculum 7YR Pack\Core Theme 1 - Rights, Responsibilities and British Values (RBV)



Year 9

Schemes of Work

Personal Development

34 Forest School (8 weeks slide 1)

HW

Duration – 8 lessons	Content
1	
2	
3	
4	
5	
6	
7	
8	Who can helps us in school

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Personal Development

34 Forest School (8 weeks slide 2)

HW

Duration – 8 lessons	Content
1	
2	
3	
4	
5	
6	
7	
8	Who can helps us in school

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Duration 8 lessons	Content
1	Identify and discuss different feelings we might experience. Describe how we might feel, look and sound when we are happy or unhappy
2	Recognise when others may be feeling happy or unhappy from their facial expression and body language
3	Give examples of when we might feel strong emotions. Describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people
4	Identify and discuss how different feelings may be expressed Identify a range of feelings, where we might feel them in our body, and how they might make us behave
5	Describe strong emotions (e.g. danger, fear, frustration, excitement, anxiety, jealousy)
6	Describe some simple strategies we can use to feel and stay happy
7	Identify how we can help others who may be feeling unhappy Describe how to manage strong emotions by using simple strategies to help ourselves and others
8	Practice putting into place some of their strategies.

Adaptive teaching (s/s)	Emerging	Developing	Secure	Adaptive teaching (OLS4+)
<ul style="list-style-type: none"> Respond to stimuli about different feelings we might experience. Respond to stimuli about how different feelings may be expressed. 	<ul style="list-style-type: none"> Describe how we might feel, look and sound when we are happy or unhappy. Identify a range of feelings, where we might feel them in our body, and how they might make us behave. 	<ul style="list-style-type: none"> Recognise when others may be feeling happy or unhappy from their facial expression and body language. Describe strong emotions (e.g. danger, fear, frustration, excitement, anxiety, jealousy). 	<ul style="list-style-type: none"> Give examples of when we might feel strong emotions. Describe some simple strategies we can use to feel and stay happy. Identify how we can help others who may be feeling unhappy. Identify whom to ask or tell if we are feeling unhappy and/or need help. Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful. 	<ul style="list-style-type: none"> Describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people. Describe how to manage strong emotions by using simple strategies to help ourselves and others. Explain or demonstrate things we can do to help and support others when they are experiencing strong emotions. Recognise signs that we or someone we know might need help to cope with strong emotions and whom to speak to. Identify reliable and trustworthy sources of support for a range of relevant issues, including online (e.g. Childline, Thinkuknow.co.uk).

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Duration 8 lessons	Content
1	Identify some common legal drugs (e.g. nicotine and alcohol).
2	Describe why people would and would not choose to smoke/vape, drink alcohol or use drugs. (For and against)
3	The risks and consequences of drinking alcohol, smoking and drugs on the body?
4	Describe how pressure to use substances can come from a variety of sources, including people we know
5	Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs
6	Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist
7	Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents.
8	Describe what is meant by someone having a 'habit', or 'addiction'

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
Respond to stimuli about taking care of our body.	Identify some substances people might swallow, drink or inhale that could be harmful to their health. Describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks.	Identify some common legal drugs (e.g. nicotine and alcohol). Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist. Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use. Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs.	Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist. Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body. Identify how misusing substances/alcohol might impact on relationships. Identify when, why and how to ask for help in relation to drugs and alcohol.	Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents. Describe how pressure to use substances can come from a variety of sources, including people we know. Explain why we might put ourselves under pressure to try substances such as smoking and drinking (e.g. to fit in or not to feel left out). Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.

Supporting Resources:

All supporting resources

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Duration 8 lessons	Content
1	Discuss people we like or know personally and from TV/media. Describe the difference between 'liking' someone and 'fancying' someone'
2	Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion
3	Explain how part of growing up might be to experience strong feelings about people we like or fancy Use Scenarios
4	Create a booklet of vocabulary associated with feelings, sex, sexual reproduction, gender identity and sexual orientation.
5	Cont: Create a booklet of vocabulary associated with feelings, sex, sexual reproduction, gender identity and sexual orientation.
6	Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these
7	What is coercive control? How can it happen in relationships. What does it look like? (Teach only basics and to ability of classes understanding)
8	Scenarios on coercive behaviours, why do people do it?

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond with interest to stimuli about people we like or know. 	<ul style="list-style-type: none"> Identify what it means to like someone. 	<ul style="list-style-type: none"> Describe the difference between 'liking' someone and 'fancying' someone. Explain how part of growing up might be to experience strong feelings about people we like or fancy. 	<ul style="list-style-type: none"> Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion. Recall what 'control' can look like in a loving relationship. Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation. 	<ul style="list-style-type: none"> Understand what 'control' can look like in a loving relationship. Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect. Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these.

Supporting Resources:

All supporting resources

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Duration 8 lessons	Content
1	Discuss the different positive relationships we have in our lives Identify times when we might feel angry or sad because of someone's behaviour towards us.
2	Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries)
3	Identify the differences between positive/healthy and negative/unhealthy relationships.
4	Identify some key features of positive friendships/relationships, and how they can make us feel Identify our expectations of friendships/relationships (e.g. spending time together, sharing interests)
5	Explain how we expect people to behave towards us in friendships and relationships Identify positive strategies to manage inappropriate behaviour towards us
6	Identify people we can talk to about relationships
7	Recognise that some types of behaviour within relationships are against the law (e.g. hitting/hurting someone, telling someone what to do all the time, not allowing someone to make choices)
8	Identify what we can do if we are worried or concerned about an unhealthy relationship

Adaptive teaching (s/s)	Emerging	Developing	Secure	Adaptive teaching (OLS4+)
<ul style="list-style-type: none"> Respond with curiosity to stimuli about different positive relationships we have in our lives. 	<ul style="list-style-type: none"> Identify some key features of positive friendships/relationships, and how they can make us feel. Identify times when we might feel angry or sad because of someone's behaviour towards us. 	<ul style="list-style-type: none"> Identify our expectations of friendships/relationships (e.g. spending time together, sharing interests). Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries). 	<ul style="list-style-type: none"> Explain how we expect people to behave towards us in friendships and relationships. Identify the differences between positive/healthy and negative/unhealthy relationships. Identify people we can talk to about relationships. 	<ul style="list-style-type: none"> Identify the aspects of relationships that we are responsible for (e.g. being respectful, honest and kind). Identify positive strategies to manage inappropriate behaviour towards us. Recognise that some types of behaviour within relationships are against the law (e.g. hitting/hurting someone, telling someone what to do all the time, not allowing someone to make choices). Identify what we can do if we are worried or concerned about an unhealthy relationship.

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Duration 8 lessons	Content
1	Describe the ways in which we are special and unique
2	
3	
4	
5	
6	
7	
8	

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)	
<ul style="list-style-type: none"> Respond with curiosity to stimuli about the ways in which we are special. Respond with curiosity to stimuli about our family. 	<ul style="list-style-type: none"> Describe ourselves — recognising that there is self and there are others. 	<ul style="list-style-type: none"> Identify things we are good at (strengths/talents). Describe the ways in which we are special and unique. 	<ul style="list-style-type: none"> Describe things that we enjoy or that make us feel happy. Identify what we are good at, both in and out of school. Recognise that being unique means we might like and be good at different things from other people. 	<ul style="list-style-type: none"> Describe and demonstrate things we can do well and identify areas where we need help to develop. Identify hopes/wishes for our future lives. 	<ul style="list-style-type: none"> Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others. Identify own hopes/aspirations; explain in simple terms how we might achieve them

Supporting Resources:

All supporting resources

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Personal Development

39 John Muir Award - (Environment) (8 weeks slide 2)

LWW

Duration 8 lessons	Content
1	Describe the ways in which we are special and unique
2	
3	
4	
5	
6	
7	
8	

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)	
<ul style="list-style-type: none"> Respond with curiosity to stimuli about the ways in which we are special. Respond with curiosity to stimuli about our family. 	<ul style="list-style-type: none"> Describe ourselves — recognising that there is self and there are others. 	<ul style="list-style-type: none"> Identify things we are good at (strengths/talents). Describe the ways in which we are special and unique. 	<ul style="list-style-type: none"> Describe things that we enjoy or that make us feel happy. Identify what we are good at, both in and out of school. Recognise that being unique means we might like and be good at different things from other people. 	<ul style="list-style-type: none"> Describe and demonstrate things we can do well and identify areas where we need help to develop. Identify hopes/wishes for our future lives. 	<ul style="list-style-type: none"> Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others. Identify own hopes/aspirations; explain in simple terms how we might achieve them

Supporting Resources:

All supporting resources

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Personal Development

40 Rules and Law/Combatting extremism and terrorism

LWW

Duration 8 lessons	Content
1	Conspiracy Theories. To understand what a conspiracy theory is. To explore why conspiracy theories and extremist narratives are interlinked To evaluate why conspiracy theories can be damaging to society
2	Terrorism To understand the iceberg analogy of terrorism. To explore why people may choose to commit an act of terrorism To evaluate the current terror threat to the UK and explore recent acts of terrorism
3	Cont: lessons 1/2
4	How does Counter terrorism work? To understand how counter terrorism works in the UK .To understand how to respond in a terrorist situation. To evaluate the best way to fight extremism and the ideologies spread by extremist groups
5	Cont: over run of lessons 4
6	The radicalisation process. To understand how the radicalisation process works. To explore the different methods used by extremist groups to spread their ideologies. To understand what can be done to prevent myself and others from being susceptible to radicalisation
7	Proud to be British? To explore if being British is still a positive identity for young people today To understand how supporting British values can help combat extremism. To understand some of the dangers young people should be aware of and how to protect against them
8	Proud to be British? To To understand some of the dangers young people should be aware of and how to protect against them

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> I know what a conspiracy theory is I understand what an extremist narrative is I understand why conspiracy theories are damaging to society 	<ul style="list-style-type: none"> I can define extremism and terrorism I understand the different types of extremism that exist I understand the difference between extremism and terrorism 	<ul style="list-style-type: none"> I understand what terrorism is and can give examples I can evaluate how terrorism makes me feel I know who to contact if I suspect someone is planning an act of terrorism 	<ul style="list-style-type: none"> I can define what being British means to me I understand a wide range of issues that impact young people in society I can explain why promoting British values helps to reduce extremism in the UK 	<ul style="list-style-type: none"> I can define radicalisation I understand the methods used by extremist groups to radicalise others I understand how to think critically in order to keep myself safe I know what counter terrorism is I know how to respond in a terrorist situation I can describe what a cohesive community looks like

Supporting Resources:

All supporting resources

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Year 10

Schemes of Work

Personal Development

41 Basic First Aid

HW

Duration 8 lessons	Content
1	The importance of First Aid Discussion on common injuries and emergencies, Introduce basic first aid concepts, such as the ABCs (airway, breathing, circulation)
2	Recognizing and Responding to Emergencies. Identify different types of emergencies (Mind-map), e.g., choking, bleeding, burns AND how to recognize signs and symptoms to match these emergencies'
3	Treating Burns and Scalds. Explain the causes and types of burns and scalds including severity of the burn. Demonstrate immediate first aid responses, such as cooling the burn with water. Discuss the importance of seeking medical help for severe burns
4	Cont: Treating Burns and Scalds. Demonstrate immediate first aid responses, such as cooling the burn with water. Discuss the importance of seeking medical help for severe burns
5	What are Allergic Reactions and Anaphylaxis. Explain the symptoms and signs. Demonstrate how to recognize and respond to allergic reactions. Discuss the importance of creating an allergy action plan
6	Cont: What are Allergic Reactions and Anaphylaxis. Explain the symptoms and signs. Demonstrate how to recognize and respond to allergic reactions. Discuss the importance of creating an allergy action plan
7	First Aid for Falls and Head Injuries. Discuss the risks and potential injuries related to falls Teach students how to assess head injuries and when to seek medical help
8	Cont: First Aid for Falls and Head Injuries. Demonstrate proper techniques for supporting someone who has fallen Emphasize the importance of creating a safe environment to prevent falls

Adaptive teaching (s/s)	Emerging	Developing	Secure	Adaptive teaching (OLS4+)	
Understand when they are hurt. Can recall what they have done – fallen, and where it hurts.	Understand the importance of first aid in emergency situations. Identify common injuries and emergencies.	Recognise the difference common injuries and emergencies. Recognize signs and symptoms of different emergencies, such as choking, bleeding, and burns.	Explain the causes and types of burns and scalds. Demonstrate immediate first aid responses, such as cooling burns with water. Understand different burn severity and determine appropriate actions. Recognize when it is necessary to seek medical help for severe burns. Identify risks associated with falls and potential head injuries. Assess head injuries and know when to seek medical help	Demonstrate basic techniques for supporting someone who has fallen. Understand the importance of creating a safe environment to prevent falls.	Demonstrate appropriate responses for each emergency scenario

Supporting Resources:

All supporting resources

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Personal Development

42 Self Concept

HW

Duration 8 lessons	Content
1	Recognising everyday risks
2	Describe rules and age restrictions that keep us safe
3	Identify people whose job it is to help keep us safe
4	Basic rules to keep us safe online
5	Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)
6	Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)
7	Ways to identify risk and manage personal safety in new social settings, workplaces, and environments.
8	What items can be used (legally) to keep us safe.

Adaptive teaching (s/s)	Emerging	Developing	Secure	Adaptive teaching (OLS4+)	
<ul style="list-style-type: none"> Respond to stimuli about risks that may provide harm to us 	<ul style="list-style-type: none"> Recognise and provide some examples of risk in simple everyday situations and what action to take to minimise harm 	<ul style="list-style-type: none"> Identify people whose job it is to help keep us safe Describe some rules and age restrictions that keep us safe 	<ul style="list-style-type: none"> Show what to do if there is an accident and someone is hurt Provide reasons for following and complying with regulations and restrictions (including age restrictions); Show basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them 	<ul style="list-style-type: none"> How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say How they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming 	<ul style="list-style-type: none"> How to predict, assess and manage risk in different situations The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

Supporting Resources:

All supporting resources
https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Personal Development

43 Puberty and Sexual Health

HW

Duration 8 lessons	Content
1	Changes growing and changing from young to old. Naming the human body parts including genitalia (e.g. vulva, vagina, penis, testicles)
2	Understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
3	The purpose, importance and different forms of contraception; how and where to access contraception and advice
4	The risks associated with unprotected sex Know that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)
5	Strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
6	How to respond if someone has, or may have, an STI (including ways to access sexual health services)
7	Overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services
8	Choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

Adaptive teaching (s/s)	Emerging	Developing	Secure	Adaptive teaching (OLS4+)	
<ul style="list-style-type: none"> Respond to stimuli showing different parts of the human body 	<ul style="list-style-type: none"> Recognise some changes growing from young 	<ul style="list-style-type: none"> I can describe how to follow simple hygiene and dental health routines. 	<ul style="list-style-type: none"> I can identify external body parts, how people's bodies and needs change as they grow from young to old. I can name some strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing I can identify some reproductive organs, and say how our bodies change as we grow 	<ul style="list-style-type: none"> I can identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty I can demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly. 	<ul style="list-style-type: none"> I can suggest strategies to manage our body changes as we grow older

Supporting Resources:

All supporting resources

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Personal Development

44 The danger of Tobacco and Vapes

HW

Duration 8 lessons	Content
1	Introduce the concepts of tobacco and vapes. Discuss what they are and their potential health risks. Explore the reasons why people may use tobacco and vapes.
2	The harmful effects of tobacco on the body. Discuss the risks of smoking, including lung damage, heart disease, and cancer.
3	Cont: from last lesson
4	Understanding the potential risks and dangers of Vaping Discuss the potential health effects of vaping, such as lung damage and addiction.
5	Discuss how exposure to second hand smoke can harm their health. Explore strategies for avoiding second hand smoke and staying in smoke-free environments.
6	Understanding Advertising and Peer Pressure Discuss how tobacco and vape companies use advertising to target young people. Teach students about the influence of peer pressure and ways to resist it.
7	Cont: from last lesson
8	Create a poster to encourage alternatives to smoking and vaping, such as engaging in physical activities or hobbies.

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
Students have an understanding that tobacco and vapes are potential health risks.	Students will understand what tobacco and vapes are and their potential health risks. Students will recognize the harmful effects of tobacco and vapes on the body.	Students will develop refusal skills and strategies to say no to tobacco and vape products. Students will be able to identify common tobacco and vape products in their community.	Students will understand the dangers of second hand smoke and ways to avoid exposure. Students will develop some skills to identify tobacco and vape advertising. Students will develop strategies to resist peer pressure related to tobacco and vapes.	Students will develop critical thinking skills to analyze tobacco and vape advertising. Students will make informed choices regarding tobacco and vapes, prioritizing their health and well-being.

Supporting Resources:

All supporting resources

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Personal Development

45 Intimate relationships, consent and contraception

RSE

Duration 8 lessons	Content
1	Identify the similarities and differences between friendships and romantic/intimate relationships
2	Identify different types of intimate relationships including same-sex relationships
3	Identify instances in or out of school when we might need to seek permission or receive consent
4	Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this
5	Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent)
6	Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs)
7	Recognise that contraception, including condoms, can help prevent pregnancy and some STIs
8	Explain that there are laws about the legal age of consent for sexual activity.

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond to stimuli about romantic relationships. 	<ul style="list-style-type: none"> Identify instances in or out of school when we might need to seek permission or receive consent. Demonstrate how to ask for permission (get consent) before we borrow or take something from someone. Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent). Identify the similarities and differences between friendships and romantic/intimate relationships. Identify whom we can talk to about relationships. 	<ul style="list-style-type: none"> Identify different types of intimate relationships including same-sex relationships. Describe how strong emotions (including sexual attraction) might make people feel. Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this. Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs). Recognise that contraception, including condoms, can help prevent pregnancy and some STIs. Explain the difference between appropriate and inappropriate relationship behaviours in public places. 	<ul style="list-style-type: none"> Identify readiness (emotional, physical and social) for a relationship that may include sex. Identify expectations we may have of being in a romantic/intimate/physical relationship, which may include sex. Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent. Explain that there are laws about the legal age of consent for sexual activity. Identify how others may manipulate/persuade us to do things we do not want to do or do not like. Describe ways we can take care of our own sexual health and that of others (e.g. using condoms to help prevent STIs). Identify where and how to obtain condoms and describe how to use them safely. Identify sources of support with relationships and sex. 	<ul style="list-style-type: none"> Identify different levels of intimacy (physical/sexual) within relationships and their associated risks. Explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime. Describe some forms of contraception, their correct use and where and how they can be accessed. Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated. Explain how and when to access sexual health services. Explain that consent must be sought and freely given before any sexual activity and how to tell if someone is giving or not giving their consent. Identify how saying 'yes' under pressure is not consent, and is not the same as freely given, enthusiastic consent. Describe how alcohol/drugs may influence choices we or others make in relationships, including sexual activity. Describe different reliable sources of support regarding relationships, sex and sexual health and how to access them.

Supporting Resources:

All supporting resources

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Personal Development

46 Responsibilities of becoming adults.

LWW

Duration 8 lessons	Content
1	What is adult life like?
2	Recognise that there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements.
3	Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice Explain what strengths, skills and qualifications someone might need to do the jobs that interest you?
4	Describe the need to challenge stereotypes about particular career pathways. Look at history of job roles -The Suffragettes and the campaigning for women's right to vote and how that was the beginning of 'change' for women.
5	Describe the need to challenge stereotypes about particular career pathways
6	Describe some of the choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements
7	Identify some of the ways in which we may be cared for, for young children/parents, by our families, friends and other adults who can care for us. Recognise different types of living arrangements, including adult care, residential care and living independently, religious grounds
8	Recognise others families in school may be different from their family, look at how the different 'families' look like/are made up. Recognise that relationships, including marriage and civil partnership, can be between people of any gender

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond to stimuli about some of the different kinds of relationships there are within families. Respond to stimuli about adult life. 	<ul style="list-style-type: none"> Identify the people who make up our family. Identify different types of family. Recognise others' families in school may be different from their family. 	<ul style="list-style-type: none"> Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us. Recognise different types of living arrangements, including adult care, residential care and living independently Describe different jobs that family members, friends and people in the community may do 	<ul style="list-style-type: none"> Aware of choices available to them at the end of key stage 4 Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice. Recognise and challenge stereotypes and family or cultural expectations that may limit aspirations 	<ul style="list-style-type: none"> Identify some of the roles and responsibilities of parents and carers. Identify whom to tell if something in our family life makes us unhappy or worried. Recognise that relationships, including marriage and civil partnership, can be between people of any gender. Identify people and organisations that can provide advice and support for our future employment

Supporting Resources:

All supporting resources

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JN_e4lDw2y](https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4lDw2y)

Duration 8 lessons	Content
1	Identify how people are different to us in many different ways
2	Explain what it means to discriminate against someone Identify an example of different forms of discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation)
3	Cont: from last lesson, create a fact file on the person.
4	Explain what stereotyping means
5	Recognise what prejudice means Identify some examples of different forms of prejudice we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation)
6	Cont: from last lesson, create a fact file on the person.
7	Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others
8	Demonstrate simple constructive strategies for responding to prejudice and discrimination.

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)	
<ul style="list-style-type: none"> Respond to stimuli about people who are different to us in different ways. 	<ul style="list-style-type: none"> Describe what it means to treat others in a kind and fair way. Recognise that everyone is unique and special and no one should be treated unfairly. 	<ul style="list-style-type: none"> Recognise what prejudice means. Explain what it means to discriminate against someone. Recognise that prejudice and discrimination in any form are unacceptable. 	<ul style="list-style-type: none"> Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation). Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others. 	<ul style="list-style-type: none"> Explain what stereotyping means. Demonstrate simple constructive strategies for responding to prejudice and discrimination. Give reasons why we should expect to be treated with respect by others. 	<ul style="list-style-type: none"> Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Explain how we should show respect to others and others' beliefs, including people in the wider community.

Supporting Resources:

All supporting resources

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Personal Development

48 Aspirations, work and career

LWW

Duration 8 lessons	Content
1	Recognise positive things about themselves and their achievements. Identify their strengths, skills. Is there anything they want to improve on.
2	Discuss some of the strengths and interests someone might need to do different jobs. Explore different jobs and the qualifications required.
3	Cont: lesson 2
4	Recognise that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. Circumstances/situations can also influence this.
5	Identify the kind of job(s) that they might like to do when they are older, explore this in more detail/research
6	Identify the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities
7	Identify some skills that will help them in their future careers e.g. teamwork, communication and negotiation. Think and discuss things that employers don't want/is not considered as good behaviour.
8	Describe some of the choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond to stimuli about the different jobs adults do in school. Recognise that everyone has different strengths 	<ul style="list-style-type: none"> Recognise positive things about themselves and their achievements Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments). Explain what is meant by having a 'job'. Describe different jobs that family members, friends and people in the community may do 	<ul style="list-style-type: none"> Different jobs that people they know or people who work in the community do Recognise positive things about themselves and their achievements What might influence people's decisions about a job or career Recognise routes into work, training and other vocational and academic opportunities, and progression routes 	<ul style="list-style-type: none"> Recognise that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life Recognise and challenge stereotypes and family or cultural expectations that may limit aspirations Explore information, advice and guidance available to them on next steps and careers Some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation Identify the kind of job that they might like to do when they are older 	<ul style="list-style-type: none"> Explain what strengths, skills and qualifications someone might need to do the jobs that interest us. Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people). Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview). Describe some of the choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements. Demonstrate some of the skills that can help someone to get a job (e.g. interview techniques, communication and team working skills). Identify people and organisations that can provide advice and support for our future employment.

Supporting Resources:

All supporting resources

[https://drive.google.com/drive/fo
lders/1AmYIMLGs35xYPHZcfwAIFL
JN_e4IDw2y](https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y)

Duration	Content
8 lessons	
1	Critical thinking and fake news. To understand how to spot fake news. To explore the damaging consequences of fake news To understand why critical thinking is important
2	Cont: lesson 1
3	Exploring Britishness and British Values. To define the different British values. To understand the importance of promoting British Values. To understand where our sense of identity comes from and why it is important to have a sense of belonging
4	Cont: lesson 3
5	LGBT and British Values. To define homophobia and give examples of it in UK society. To explore how British values can be used to combat homophobia. To evaluate how far the UK has come in tackling various forms of discrimination
6	Cont: lesson 5
7	What is a cult? To define the word 'Cult'. To explain why people might be attracted to these groups and some of the dangers of these groups. To evaluate the difference between a cult and a religion
8	Exploring human rights. Define what are Human rights. To explore how Human Rights are protected against in the UK. To understand the two categories of Human Rights . To evaluate some of the issues that arise when Human Rights come into conflict

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> I can spot fake news I understand the importance of critical thinking I understand why fake news can be damaging 	<ul style="list-style-type: none"> I know what a cult is I understand the differences between a cult and a religion 	<ul style="list-style-type: none"> I understand why people may decide to join a cult I can describe the British Values I understand the different aspects that make up my identity 	<ul style="list-style-type: none"> I understand the importance of promoting British Values in school I can define the term homophobia I understand how British Values are used to combat homophobia in the UK 	<ul style="list-style-type: none"> I know where to seek support for myself or a friend who is dealing with homophobic abuse I can name a range of Human Rights I understand the origins of Human Rights I understand how Human rights are protected I can name eight Human Rights I can explain the positive impacts of the Human Rights Act 1998 has had on society I can describe situations when Human Rights may come into conflict

Supporting Resources:

All supporting resources

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Year 11

Schemes of Work

Personal Development

50 First Aid Course

HW

Duration 8 lessons	Content
1	Discussion common injuries and emergencies Introduce basic first aid concepts, such as the ABCs (airway, breathing, circulation)
2	Recognizing and Responding to Emergencies, Explain the causes and signs of choking, how to assist someone who is choking (cough or speak, Demonstrate the Heimlich maneuver (abdominal thrusts) for clearing an obstructed airway
3	Recognizing and Responding to Heart Attacks, Discuss the signs and symptoms of a heart attack Teach students how to recognize when someone is experiencing a heart attack and staying with the person until help arrives. Difference between Cardiac arrest and Heart attack. Defib awareness
4	Understanding the difference between Cardiac arrest and Heart attack, including Defib awareness. CPR the purpose and benefits
5	Recovery Position the purpose and benefits of the recovery position, Discuss the appropriate use of the recovery position for different scenarios, e.g., unconsciousness
6	Practise CPR and recovery position
7	Managing Serious Bleeds, Explain the different types of serious bleeding and their causes Teach how to apply direct pressure to control bleeding, Emphasize the importance of seeking medical help for serious bleeding.
8	Responding to Seizures, Educate students about different types of seizures Teach how to recognize and respond to seizures safely

Adaptive teaching (s/s)	Emerging	Developing	Secure	Adaptive teaching (OLS4+)
Understand the importance of first aid in emergency situations. Identify common injuries and emergencies.	Recognize signs and symptoms of different emergencies as taught.	Assist someone dealing with an emergency situation	Demonstrate appropriate responses for each emergency scenario. Completed the Call, Push, Rescue course.	Understand the purpose and benefits of the recovery position and CPR. Demonstrate placing a casualty into the recovery position/using Hands only CPR.

Supporting Resources:

All supporting resources

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Personal Development

51 Physical Activity

HW

Duration 8 lessons	Content
1	Identify different ways that people can live a healthy lifestyle. Strategies for maintaining personal hygiene, including oral health, and prevention of infection
2	The benefits of physical activity and exercise for physical, emotional and mental health and wellbeing
3	How to access different health services where appropriate, know where they are or find them on line. Know there are support groups out there.
4	Healthy-Unhealthy relationships, recognizing the signs. Revenge porn what is it? How it happens, impact on victims, law, Read some scenario's
5	Cont: Revenge porn what is it? How it happens, impact on victims, law, Read some scenario's
6	What is female genital mutilation (FGM), Explain in some cultures FGM is regarded as a right of passage into adulthood, and considered a pre-requisite for marriage. Linked to religion and hygiene reasons.
7	The risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM
8	Recap of topic. What have you learnt?

Adaptive teaching (s/s)	Emerging	Developing	Secure	Adaptive teaching (OLS4+)
<ul style="list-style-type: none"> Recognise what is meant by a healthy lifestyle. 	<ul style="list-style-type: none"> Identify different ways that people can live a healthy lifestyle. Recall how to take care of dental health 	<ul style="list-style-type: none"> Describe how to take care of dental health (e.g. how to brush teeth correctly/ use floss, food and drink that support dental health and why regular check-ups at the dentist are important). Know some relationships don't last. You have the right to say no/consent 	<ul style="list-style-type: none"> Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing. Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns. Identify some simple strategies to help make positive choices about our health and wellbeing. Can name some ways to live a healthy lifestyle, leisure, physical activity and sleep. Can explain revenge porn. Knows what FGM is and the reason it is performed. 	<ul style="list-style-type: none"> Describe strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep. Explain why it is important to have enough sleep. Describe what might affect choices we make about our health, e.g. healthy eating (advertising), physical activity (playing on the computer, restrictions due to health conditions) sleep (worries, stress, social media). Describe strategies for managing pressures and influences on healthy lifestyle choices. Understand the impact on victims of revenge porn. Are aware FGM is dangerous, there are laws to protect people.

Supporting Resources:

All supporting resources

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Personal Development

52 Mental, Emotional and Physical Wellbeing

HW

Duration 8 lessons	Content
1	What makes us feel calm and relaxed?
2	Things we can do to help ourselves when we feel worried or stressed
3	Identify simple ways to maintain our wellbeing
4	To recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available
5	How to recognise when they or others need help with their mental health and wellbeing; Recognise different feelings that humans can experience
6	To recognise that not everyone feels the same at the same time, or feels the same about the same things. To recognise when they need help with feelings; that it is important to ask for help and how to ask for it
7	The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (i.e. testicular self-examination in); the purpose of vaccinations offered during adolescence for individuals and society
8	The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (i.e. testicular self-examination in); the purpose of vaccinations offered during adolescence for individuals and society

Adaptive teaching (s/s)	Emerging	Developing	Secure	Adaptive teaching (OLS4+)
<ul style="list-style-type: none"> Respond to stimuli about things we like to do which make us feel calm and relaxed. 	<ul style="list-style-type: none"> Identify things we can do to help ourselves when we feel worried or stressed 	<ul style="list-style-type: none"> Recognise what mental health and emotional wellbeing are. Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music). I can name and describe emotions, the features of mental wellbeing, and who to ask for help 	<ul style="list-style-type: none"> Recognise and demonstrate personal strengths that build self-confidence, self-esteem and good health and wellbeing Understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing. Identify things that can prevent people from seeking help with mental health issues (e.g. stigma) Recognise when we need help with mental health or emotional wellbeing and whom we can speak to. 	<ul style="list-style-type: none"> Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating). Describe the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health
				<ul style="list-style-type: none"> I can describe complex emotions, the features of positive mental health, warning signs of mental ill-health and identify signs that help is needed. Identify reliable sources of advice and support for mental health and emotional wellbeing. Identify some strategies for challenging stereotypes and stigma relating to mental health.

Supporting Resources:

All supporting resources
https://drive.google.com/drive/folders/1AmYlMLGs35xYPHZcfwAIFLJN_e4lDw2y

Duration 8 lessons	Content
1	To understand the concept of substance abuse and its impact on individuals. Define substance abuse in simple terms, such as "when people use drugs or alcohol in harmful ways."
2	Discuss different types of substances that can be abused, such as drugs, alcohol, or inhalants. Explain that substance abuse can affect our bodies, minds, and relationships.
3	To recognize different substances and their potential effects, Introduce common substances, such as tobacco, alcohol, prescription drugs, and illegal drugs. Provide simplified explanations of how each substance can affect the body and mind.
4	To identify signs and symptoms of substance abuse. Teach students common signs of substance abuse, such as changes in behaviour, health issues, or withdrawal from activities. Discuss how substance abuse can impact relationships with family and friends.
5	To understand that there are rules and laws regarding the use of substances, including age restrictions. Discuss the consequences of using substances illegally or underage.
6	Understanding the Health Risks Discuss the impact of substance abuse on physical health, such as damage to organs or impaired brain function. Explain the mental health consequences, such as increased risk of anxiety, depression, or addiction.
7	Cont:From last lesson
8	Understanding Peer Pressure, Discuss the influence of peer pressure and its impact on decision-making. Teach strategies to resist peer pressure, such as setting boundaries, finding supportive friends, or seeking help from trusted adults.

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
Students will understand the concept of substance abuse and its definition in simplified terms.	Students will recognize different types of substances that can be abused and understand their potential effects on the body and mind. Students will be able to identify common signs and symptoms of substance abuse in themselves and others.	Students will comprehend the impact of substance abuse on physical health, mental well-being, and relationships with others. Students will know there are laws related to substance abuse	Students will understand the laws and age restrictions related to substance abuse and the potential legal and social consequences of its misuse. Students will develop skills to resist peer pressure and make independent decisions regarding substance use. Students will develop strategies to make informed and healthy choices, avoiding substance abuse and seeking help when needed.	Students will develop strategies to make informed and healthy choices, avoiding substance abuse and seeking help when needed. Students will reflect on the consequences of substance abuse, both for themselves and for their communities, and understand the importance of leading a healthy and substance-free lifestyle.

Supporting Resources:

All supporting resources

[https://drive.google.com/drive/fo
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Personal Development

54 Long term Relationships and Parenthood

RSE

Duration 8 lessons	Content
1	Discuss the different kinds of families and different kinds of relationships in families
2	Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families
3	Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say but some religions do practise arranged marriages.
4	Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged) discuss commitment.
5	Recognise that some relationships will end - meaning that a couple don't go out together, or live together any more. This could have an impact if they have children, own property etc. Explore these situations.
6	Recognise different ways a person can become pregnant, including assisted conception, donor conception
7	Describe choices people have in the event of an unintended/planned pregnancy
8	Cont: with last two lessons.

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond to stimuli about different kinds of families and different kinds of relationships in families. Respond to stimuli about parenthood. 	<ul style="list-style-type: none"> Give examples of different types and features of committed, long-term relationships. Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged). Identify what being in a family means. 	<ul style="list-style-type: none"> Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other. Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families. Recognise that some relationships will end - meaning that a couple don't go out together, or live together any more. Identify whom we can talk to if we're worried about relationships changing/ ending. 	<ul style="list-style-type: none"> Identify what the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent. Identify some of the responsibilities of being a parent. Recognise different ways a person can become pregnant, including assisted conception, donor conception. Identify possible reasons why people might choose to adopt or foster children or young people. Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say. Identify what we can do and whom we could tell if we think someone is being forced to marry someone. 	<ul style="list-style-type: none"> Identify possible reasons for assisted conception, donor conception and surrogacy. Describe choices people have in the event of an unintended pregnancy. Explain what abortion or termination of a pregnancy means. Identify reliable, unbiased sources of support and explain how to access them. Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement). Describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship. Explain that the breakdown of a relationship between parents is not the fault of their children. Explain the importance of talking to someone if worried about the ending of a relationship.

Supporting

Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Duration 8 lessons	Content
1	Describe and give examples of what it means to be kind and unkind. Explain what is meant by teasing, hurtful and bullying behaviour.
2	Identify strategies to help us if we are being bullied, including online
3	Identify trusted adults/ services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online
4	Recognise what is meant by peer pressure and peer influence and the ways we might challenge peer pressure
5	Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang
6	Describe the risks and law relating to carrying a weapon.
7	Bullying in the workplace.
8	Scenarios of the topics we have covered.

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond to stimuli which depict kindness and unkindness. 	<ul style="list-style-type: none"> Describe and give examples of what it means to be kind and unkind. Identify some of the ways of telling a trusted adult if someone is being unkind to us. 	<ul style="list-style-type: none"> Explain what is meant by teasing, hurtful and bullying behaviour. Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us. Recognise what is meant by peer pressure and peer influence. 	<ul style="list-style-type: none"> Identify some of the ways in which pressure might be put on us by other people, including online. Describe ways we might challenge peer pressure. Identify different types of bullying (including online) and what the impact of bullying might be. Identify strategies to help us if we are being bullied, including online. Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang. 	<ul style="list-style-type: none"> Describe strategies that can be used if someone is using pressure to persuade us to do something, including online. Recognise the responsibilities of bystanders to report bullying and hurtful behaviour. Identify trusted adults/ services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online.

Supporting Resources:

All supporting resources

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Y

Duration	Content
8 lessons	
1	Describe what is meant by rights and responsibilities
2	Identify and discuss young people's employment rights and responsibilities
3	Look at different scenarios of rights and responsibilities.
4	Know about confidentiality in the workplace, when it should be kept and when it might need to be broken
5	Recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation
6	Look at different scenarios of bullying and harassment in the workplace.
7	What are trade unions? <i>Examples of different trade unions? The role of trade unions? Paying into a trade union</i>
8	What are trade unions? <i>Rights and responsibilities. Examples of industrial action</i>

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond with interest to stimuli about rules and routines there are in school. Respond to stimuli about the different rights and responsibilities young people have when employed 	<ul style="list-style-type: none"> Describe what is meant by rights and responsibilities Identify some different rights and responsibilities we have in and outside school. Can identify bullying in schools. 	<ul style="list-style-type: none"> Identify some different rights and responsibilities we have when employed Identify and discuss young people's employment rights and responsibilities. Recall bullying in the work place . Describe some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation 	<ul style="list-style-type: none"> Recognise and challenge stereotypes and family or cultural expectations that may limit aspirations Recognise bullying and harassment in the work place. Importance of confidentiality. Explore information, advice and guidance available to them on next steps and careers 	<ul style="list-style-type: none"> Recognise that everyone has 'human rights' and that the law protects these rights. Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people). Know about confidentiality in the workplace, when it should be kept and when it might need to be broken Recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation Describe the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours Identify whom we can talk to if we are worried about our rights or those of other people Identify people and organisations that can provide advice and support for our future employment.

Supporting Resources:

All supporting resources

[https://drive.google.com/drive/fo
lders/1AmYIMLGs35xYPHZcfwAIFL
JN_e4lDw2y](https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4lDw2y)

Personal Development

57 Our Wellbeing

LWW

Duration 8 lessons	Content
1	Look at local groups that can support students in their future. Looking at education, places of interest and hobbies, libraries, clubs. SIASS - School Information advice and support service, they support parents with EHCPs, school placements and advocate for young people across Salford, they also form part of Salford youth Voice and will come into school.
2	Cont: lesson 1
3	Visit out to Eccles College/other local places (Shops) to experience social skills, change of environment, money, personal safety.
4	Cont: lesson 3
5	Mindfulness activities/board games/interactive activities with peers/creating a 'class' café, let them have a say in what they would like to do. Activities to support them in life-skills, communication, following instructions, decision making, how to manage their emotions, prepare them for moving on.
6	Cont: lesson 5
7	Cont: lesson 5
8	Cont: lesson 5

Supporting Resources:

All supporting resources

https://drive.google.com/drive/folders/1AmYIMLGs35xYPHZcfwAIFLJN_e4IDw2y

Adapted teaching (S/S)	Emerging	Developing	Secure	Adapted teaching (OLs4+)
<ul style="list-style-type: none"> Respond with curiosity to stimuli about personal safety. Know they are leaving school to go start 6th Form/College. To carry on in Education. 	<ul style="list-style-type: none"> Describe where they are going - College/6th Form/Apprenticeship. Share activities they enjoy. 	<ul style="list-style-type: none"> Recall local groups that could support them in the future. Describe things that we enjoy or that make us feel happy. Describe ways in keeping safe in the community. Participates well in conversations - joins in, shares information. 	<ul style="list-style-type: none"> Identify things they are good at (strengths/talents). Identify what they don't like stating why. Identify what they don't like stating why. 	<ul style="list-style-type: none"> Describe where they are going - College/6th Form/Apprenticeship (now) and also more long term. (6th Form/College then University) Know exactly the type of career they want to pursue with realistic outcomes of how to get there.

NOTES

- Responsibilities as Adults weak SOW **done**
- 29/37 are linked and on at the same time as Jass award, John Muir.
- **29 Taking Care of the Environment is with Forest school but not included atm**
- 29 Taking Care of the Environment can match up on Forest school.