

## PSHE

		Autumn 1 Transition Days	Autumn 1	Autumn 2	Spring 1	Spring 2	Spring 2	Spring 2	Summer 1	Summer 1 / 2	Summer 2	Summer 2	Autumn 1 / 2 Summer 2
Year 7	Topic	Transition	Building relationships	Identity, equality and inclusiveness	Christianity	What is ethics?	Basic First Aid	Developing skills and aspirations	Financial Decision Making	Being a good citizen	Health and Puberty	Hinduism	Tolerance
	Enquiry Question	How can I successfully manage the transition to secondary school?	What is conflict and abuse in a relationship?	What creates and is the product of discrimination and prejudice amongst a community?	What does it mean to be a Christian around the world?	How do we make ethical decisions?	How should I respond in an emergency situation basic first aid?	What is the link between personal and cultural values and career choices?	How can I make safe financial choices about saving, spending and budgeting?	What makes you a good citizen in British Society?	How to make healthy lifestyle choices and navigate the changing body	What does it mean to be a Hindu around the world?	What does it take to be tolerant person?
	Key Knowledge and skills	<ul style="list-style-type: none"><li>To identify, express and manage their emotions in a constructive way.</li><li>Manage challenges of moving to a new school.</li><li>How to establish and manage friendships.</li><li>How to improve study skills</li><li>Personal safety strategies and travel safety.</li></ul>	<ul style="list-style-type: none"><li>To describe the features of a healthy relationship.</li><li>To describe boundaries expected in relationships.</li><li>To evaluate the impact of technology on relationships.</li><li>To describe common causes of conflict and how to resolve them.</li></ul>	<ul style="list-style-type: none"><li>To know the protected characteristics.</li><li>To explain how prejudice, discrimination and stereotypes have an impact on community cohesion.</li><li>To recognise bullying and ways to prevent it.</li></ul>	<ul style="list-style-type: none"><li>To identify key beliefs and practices of Christians.</li><li>To describe what life is like for Christians.</li><li>To explain why Christians, believe the things that they do.</li><li>To evaluate the importance of faith in the UK and around the world today.</li></ul>	<ul style="list-style-type: none"><li>To describe situation ethics.</li><li>To understand stewardship and its relationship with the environment.</li><li>To describe and understand the ethics around animal testing and medical testing.</li><li>To recognise what the bible states about sexuality and gender.</li></ul>	<ul style="list-style-type: none"><li>Know how to respond in an emergency situation.</li><li>Know DRABC and how to identify a conscious and unconscious casualty.</li><li>Know how to issue basic first aid to someone using CPR.</li></ul>	<ul style="list-style-type: none"><li>How to be enterprising.</li><li>Learn about a broad range of careers.</li><li>How to challenge stereotypes, broaden horizons and identify future career aspirations.</li><li>The link between values and career choices.</li></ul>	<ul style="list-style-type: none"><li>How to make safe financial choices.</li><li>Learn about ethical and unethical business practices and consumerism.</li><li>To understand about saving, spending and budgeting.</li><li>To understand how to manage risk taking behaviour.</li></ul>	<ul style="list-style-type: none"><li>To describe how to be a good citizen.</li><li>Explain why being a good citizen is so important to the smooth running of the country.</li><li>Know the British Values.</li><li>Explore the protected characteristics.</li><li>Describe how the government works in the UK.</li></ul>	<ul style="list-style-type: none"><li>How to make healthy lifestyle choices.</li><li>How to manage influences relating to caffeine, smoking and alcohol.</li><li>How to manage physical and emotional changes during puberty.</li><li>Understand about personal hygiene.</li><li>How to recognise and respond to inappropriate and unwanted contact.</li><li>To understand FGM and how to access help and support.</li></ul>	<ul style="list-style-type: none"><li>To identify key beliefs and practices of Hindus.</li><li>To describe what life is like for Hindus.</li><li>To explain why Hindus, believe the things that they do.</li><li>To evaluate the importance of faith in the UK and around the world today.</li><li>To compare this faith with other religious traditions.</li></ul>	<ul style="list-style-type: none"><li>To know the definition of tolerance and respect.</li><li>Explain why is <b>mutual respect</b> and <b>tolerance</b> are important?</li><li>To understand and give examples of why some people may struggle with <b>mutual respect</b> and tolerance?</li></ul>
	End Point	To <u>understand</u> and <u>explain</u> how to successfully navigate to secondary school.	To <u>understand</u> and <u>explain</u> what a healthy relationship looks like, recognising boundaries, types of conflict and how to resolve this.	To <u>understand</u> and <u>explain</u> how discrimination affects community cohesion.	To <u>understand</u> and <u>describe</u> what it means to be a Christian and <u>explain</u> why this may impact a person’s life.	To <u>understand</u> and <u>explain</u> why it is important to recognise different responses to ethical decisions.	To <u>understand</u> and <u>conduct</u> basic first aid for people in an emergency situation.	To <u>understand</u> and <u>explain</u> why it is important to have aspirations for the future and how to achieve these.	To <u>understand</u> and <u>explain</u> why it is important to make safe financial decisions in life to support yourself and family	To <u>understand</u> and <u>explain</u> how British society and its values influence the running of the UK government.	To <u>understand</u> and <u>explain</u> how to keep themselves safe in potentially risky situations.	To <u>understand</u> and <u>describe</u> what it means to be a Hindu and <u>explain</u> why this may impact a person’s life.	To <u>understand</u> and <u>explain</u> why it is important to respect differences in our school, community and the wider world.
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1	Summer 2	TBC	TBC	TBC	TBC	
Year 8	Topic	Self-Image and Mental Wellbeing	Relationships and Commitment-	Islam	Changing Lives	Sikhism	Democracy	Global Issues	Community and Careers	Digital Literacy	Discrimination	First Aid	
	Enquiry Question	Using your understanding of mental health, what are the influences on body image, the media, social media and coping strategies?	What is the relationship between healthy relationships, commitment and consent?	What does it mean to be a Muslim around the world?	What are the local issues and national risks in the UK and what are the issues around drug and alcohol misuse?	What does it mean to be a Sikh around the world?	What is the British Values, Democracy?	What are the current contributing factors contributing to global issues and how are these impacting us locally, nationally and internationally?	What are the different stereotypes and family or cultural expectations that may limit aspirations? How to we recognise and challenge them?	What can I do to keep safe online, whilst understanding the reliability of different media sources and recognising gambling hooks?	What is discrimination in all of its forms?	How to deal with asthma, fainting, head injuries and bleeding	
	Key Knowledge and skills	<ul style="list-style-type: none"><li>To explain the difference between mental health and mental wellbeing.</li><li>To explain the issues comparing physical and mental status.</li><li>To explain strategies to build resilience.</li><li>To learn about attitudes towards mental health.</li><li>To know how to challenge</li></ul>	<ul style="list-style-type: none"><li>To explain the key links between the three key concepts (healthy relationship, consent and commitment).</li><li>To explain the features of a healthy relationship.</li><li>To explain the signs and signals of an unhealthy relationship and strategies to resolve.</li></ul>	<ul style="list-style-type: none"><li>To identify key beliefs and practices of Muslims.</li><li>To describe what life is like for Muslims.</li><li>To explain why Muslims, believe the things that they do.</li><li>To evaluate the importance of faith in the UK and around the world today.</li><li>To compare this faith with other religious traditions.</li></ul>	<ul style="list-style-type: none"><li>To explain the local and national risks.</li><li>To explain what can be done to mitigate/reduce this risk.</li><li>To explain, using examples from Nicky Cruz case study, the issues with alcohol and drug misuse.</li><li>To learn about medicinal and reactionary drugs</li></ul>	<ul style="list-style-type: none"><li>To identify key beliefs and practices of Sikhs.</li><li>To describe what life is like for Sikhs.</li><li>To explain why Sikhs, believe the things that they do.</li><li>To evaluate the importance of faith in the UK and around the world today.</li><li>To compare this faith with other religious traditions.</li></ul>	<ul style="list-style-type: none"><li>To learn about how democracy is the foundation of the UK’s political system. That the value is based on the idea that everyone should have an equal say in how their country is run through the democratic process, and that government should be accountable to the people.</li></ul>	<ul style="list-style-type: none"><li>To be planned.</li></ul>	<ul style="list-style-type: none"><li>To learn about equality of opportunity in life and work.</li><li>To know how to challenge stereotypes and discrimination in relation to work and pay.</li><li>To learn about employment, self-employment and voluntary work.</li><li>To know how to set aspirational goals for</li></ul>	<ul style="list-style-type: none"><li>To learn about online communication and how to use social networking safely.</li><li>To know how to recognise online grooming in different forms (relation to sexual, financial exploitation, extremism and radicalisation).</li><li>To know how to respond and seek to</li></ul>	<ul style="list-style-type: none"><li>To learn how to manage influences on belief and decisions.</li><li>To know about group-think and persuasion.</li><li>To understand how to develop self-worth and confidence.</li><li>To learn about gender identity, transphobia and gender-based discrimination.</li><li>To know how to recognise and challenge</li></ul>	<ul style="list-style-type: none"><li>To know what happens in the body when somebody faints or suffers from asthma.</li><li>To know how to treat somebody who has fainted or is suffering an asthma attack.</li><li>To be able to help someone who has a basic bleed or head injury.</li></ul>	

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		<p>misconceptions stigma.</p> <ul style="list-style-type: none"><li>To know how to develop digital resilience.</li><li>To learn about healthy and unhealthy coping strategies.</li></ul>			<ul style="list-style-type: none"><li>To understand the effects of over consumption of energy drinks</li><li>To know the relationship between habit and dependence</li><li>How to use over the counter and prescription drugs safely</li><li>How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li><li>How to manage influences in relation to substance use</li><li>How to recognise and promote positive social norms and attitudes</li></ul>		<ul style="list-style-type: none"><li>To understand the strengths, advantages and disadvantages of democracy and how this works in contrast to other forms of government in other countries.</li></ul>		<p>future careers and challenge expectations that limit choices.</p>	<p>support in cases of online grooming.</p> <ul style="list-style-type: none"><li>To know how to recognise biased and misleading information online and how to critically assess different media sources.</li><li>To know how to distinguish between content which is publicly and privately shared.</li><li>To learn about age restrictions when accessing different forms of media and how to make responsible decisions.</li><li>To learn about financial security online along with how to assess and manage risk in relation to gambling.</li></ul>	<p>homophobia and biphobia.</p> <ul style="list-style-type: none"><li>To know how to recognise and challenge racism and religious discrimination.</li></ul>	
	End Point	<p>To <u>understand</u> the difference between mental health and mental wellbeing. To compare how we look physically and mentally. Describe how we can develop self-confidence and build emotional resilience.</p>	<p>To understand the key links between healthy relationships, commitment and consent. To explain, using examples, the signs of a healthy and unhealthy relationship.</p> <p>To describe how solutions can be used when a relationship goes wrong.</p>	<p>To understand what it means to be Muslim and how a person’s life is shaped by their faith. To be able to explain the differences between Islam and other world faiths.</p>	<p>To understand gangs, crime/punishment, legal system, refugees, charity and drug/alcohol abuse.</p>	<p>To understand what it means to be Sikh and how a person’s life is shaped by their faith. To be able to explain the differences between Sikhism and other world faiths.</p>	<p>To understand the democratic process, it’s strengths &amp; weaknesses compared to other forms of government.</p>	<p>A clear understanding on the topic of: Human rights, stewardship and leadership styles (democracy v dictatorship).</p>	<p>To understand what equality of opportunity in careers and life means along with different type and patterns of work.</p>	<p>To understand how to keep safe online, recognising online grooming in all of its different forms. To understand how to protect financial security online whilst assessing and managing risk in relation to chance based transactions</p>	<p>To have a clear understanding of gender identity, learning that transphobia, homophobia biphobia and gender-based discrimination is unacceptable. To have a clear understanding that racial and religious based discrimination is unacceptable.</p>	<p>To understand the effects and how to treat of asthma, fainting, bleeding &amp; head injury’s</p>
		Autumn 1 Summer 2	Autumn 1 Spring 1	Autumn 2	Autumn 2 Spring 1 Summer 2	Spring 1 / 2	Spring 2	Summer 1	Spring 2 Summer 1/2	Summer 2	TBC	
Year 9	Topic	Sex and Relationships	Emotional Wellbeing and Mental Health	Judaism	Goal Setting, Study Skills and First Aid	Peer Influence, substance use and gangs	Why is there suffering	Prevent and Radicalisation	Employability skills and online presence	Buddhism	First Aid	
	Enquiry Question	<p>In terms of online and social media platforms, what are the risks associated online and what is the important of contraception in prevention pregnancy and sexually transmitted infections?</p>	<p>How can mental health be impacted by social factors that can affect us?</p>	<p>What does it mean to be a Jew around the world?</p>	<p>When will our and of year assessments take place? What are defibrillators and when one might be needed?</p>	<p>How can we assess risk and manage influences (including online presence)? What are the social norms around drugs, alcohol and knife crime?</p>	<p>What are the different responses to suffering in the world?</p>	<p>What is radicalisation and why is the prevent agenda important?</p>	<p>What do we mean by personal brand and an online presence?</p>	<p>What does it mean to be a Buddhist around the world?</p>	<p>How to administer CPR and use a defibrillator</p>	
	Key Knowledge and skills	<ul style="list-style-type: none"><li>To identify what the term consent is and why it is important?</li><li>The importance of contraception and strategies to reduced transmitting a sexually transmitted disease.</li><li>Explain the impact of gender stereotypes.</li><li>Describe the issues around sexting and the dangers of pornography.</li></ul>	<ul style="list-style-type: none"><li>To describe people’s attitudes towards mental health?</li><li>Explain how can we promote emotional wellbeing?</li><li>How can we become digitally resilient?</li><li>What are unhealthy coping strategies to cope with mental health and emotional wellbeing?</li><li>What are healthy coping strategies for change, loss and grief?</li><li>How does our body and mind relate?</li></ul>	<ul style="list-style-type: none"><li>To identify key beliefs and practices of Jewish people.</li><li>To describe what life is like for Jewish people.</li><li>To explain why Jews, believe the things that they do.</li><li>To evaluate the importance of faith in the UK and around the world today.</li><li>To compare this faith with other religious traditions.</li></ul>	<ul style="list-style-type: none"><li>The importance of goal setting when preparing for the end of year assessments.</li><li>Gain an understanding into which revision methods are useful for us as individuals.</li><li>Gain use of how a RAG rating system can help monitor our progress.</li><li>Understand how we can regulate our wellbeing during the exam season.</li><li>Understand the use of a defibrillator.</li></ul>	<ul style="list-style-type: none"><li>To identify between healthy and unhealthy friendships.</li><li>To describe how to assess risk and manage influences.</li><li>Explain how to recognise passive, aggressive and assertive behaviour.</li><li>Describe how ‘group think’ and how it affects our behaviour.</li><li>Identify and explain the legal and physical risks of carrying a knife.</li></ul>	<ul style="list-style-type: none"><li>To identify different ways which Jewish people were persecuted.</li><li>To describe the difference between prejudice and discrimination</li><li>To describe what life was like for Jewish people during WWII.</li><li>To describe the life of Anne Frank. To explain why WWII led to the increase in pacifism.</li><li>Evaluate the importance of learning</li></ul>	<ul style="list-style-type: none"><li>To identify the different features of conspiracy theories.</li><li>To describe how propaganda can shape people’s views and opinions.</li><li>To define the terms extremism and prevent.</li><li>To explain the issues around extremist opinions.</li><li>To explain the importance of the prevent agenda and individual liberty / rule</li></ul>	<ul style="list-style-type: none"><li>To identify employers’ rights and responsibilities.</li><li>Describe the skills for enterprise and employability skills necessary for specific jobs.</li><li>Understand how to deal with and act upon constructive feedback as an employee.</li><li>Explain how to manage your ‘personal brand’ on an online platform.</li><li>Describe habits and strategies to support</li></ul>	<ul style="list-style-type: none"><li>To identify key beliefs and practices of Buddhists.</li><li>To describe what life is like for Buddhists.</li><li>To explain why Buddhists, believe the things that they do.</li><li>To evaluate the importance of faith in the UK and around the world today.</li><li>To compare this faith with other religious traditions.</li></ul>	<ul style="list-style-type: none"><li>Know how to deal with an unconscious casualty and apply DRABC.</li><li>Perform CPR for a sustained period</li><li>Be able to use an AED effectively.</li></ul>	

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					<ul style="list-style-type: none"><li>Understand how we can we treat common injuries.</li></ul>	<ul style="list-style-type: none"><li>Outline the positive social norms in relation to drug and alcohol abuse.</li><li>Outline the legal and health risks in relation to drug and alcohol abuse.</li></ul>	about the Jewish persecution today.	of law / tolerance for all.	personal development and progress. <ul style="list-style-type: none"><li>Identify and explain support for concerns relating to life online.</li></ul>		
	End Point	Understanding around sex and the law, choices around sex, sexual health contraception, the risk of STIs, sexting, attitudes towards pornography.	Understanding of the teenage brain and how it makes decisions, signs of poor mental health: stress, anxiety and depression, Ways to look after mental health, who can help? Exercise and a healthy body can impact a healthy mind.	To understand what it means to be Jewish and how a person’s life is shaped by their faith. To be able to explain the differences between Judaism and other world faiths.	To understand the successful application of effective short, medium- and long-term goals. Utilise effective revision strategies to enhance progress in the End of Year assessment. Explain and show how to effectively use a defibrillator and how to treat common injuries.	To understand the factors that affect peer Influence, substance use and gangs. To be able to articulate the consequences of negative impact of Peer Influence, substance use and gangs.	To understand what life was like during the rise and rule of the Nazis in Germany during WWII. To describe the difference between prejudice and discrimination and apply this to real life events.	To understand what the prevent agenda is and its importance in maintaining a strong and fair / safe society. To be able to explain why people believe in conspiracy theories and describe how this begins to shape their lives.	To understand the rights, responsibilities and the skills necessary to be successful in the modern-day labour market. To have an awareness of ones ‘online brand’ and to act upon feedback accordingly.	To understand what it means to be Buddhist and how a person’s life is shaped by their faith. To be able to explain the differences between Buddhism and other world faiths.	Explain and show how to effectively use a defibrillator and how to perform CPR.
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1	Summer 2	TBC		
Year 10	Topic	Healthy Relationships	Exploring Influence	Addressing Extremism and Radicalisation	Financial Decision Making	Individual liberty	Mental Health	Work Experience	First Aid		
	Enquiry Question	What are the assumptions and misconceptions around different sexual relationships contexts?	What challenges may we face in life?	What is extremism and how can we protect ourselves?	What are effective money management strategies to ensure financial security?	What is the British Value, individual liberty?	How do external influences in modern society impact our mental health?	How do we prepare ourselves for the world of work?	How to deal with Sprains, strains, fractures, choking and anaphylaxis		
	Key Knowledge and skills	<ul style="list-style-type: none"><li>To describe the features of healthy relationships.</li><li>To evaluate the assumptions and misconceptions around social norms with sex, gender and relationships.</li><li>To understand the opportunities and risks associated with conducting relationships online.</li><li>To know how to manage the impact of the media and pornography.</li><li>To understand the ethical, behavioural and legal implications in relation to consent, manipulation, coercion and consent and how to respond to the above accessing appropriate support.</li><li>To recognise and challenge attitudes towards victim blaming, asexuality, abstinence and celibacy.</li></ul>	<ul style="list-style-type: none"><li>Identify the different challenges we may face in life e.g., gangs, drugs, alcohol etc.</li><li>Describe how the media may influence people’s decisions or life choices.</li><li>Explain why drugs and alcohol can be dangerous.</li><li>Explain the impact of peer groups and pressures in making life choices.</li><li>Describe where and how to get help in relation to gangs, drugs, alcohol abuse etc.</li></ul>	<ul style="list-style-type: none"><li>To identify the different features of extremism</li><li>To describe how social media can shape people’s views and opinions – distorting.</li><li>To describe how to manage misleading information</li><li>To explain the impact of extremism and radicalisation and respond to this appropriately.</li><li>Describe and discuss the importance of the importance of the Equality Act 2010, alongside British Values of individual liberty / rule of law / tolerance for all.</li></ul>	<ul style="list-style-type: none"><li>To describe the features of a healthy relationship with money.</li><li>To recognise how to make sound financial decisions.</li><li>To know support mechanisms for concerns relating to gambling, money and consumer rights.</li><li>To understand different contractual models i/c self-employment, full and part time and zero hours contracts.</li></ul>	<ul style="list-style-type: none"><li>To understand that individual liberty suggests the free exercise of rights that are generally seen as being outside of government control.</li><li>It is the protection of your rights and the rights of others.</li><li>It is seen in day to day life through:<ul style="list-style-type: none"><li>Equality and Human rights.</li><li>Respect and dignity.</li><li>Rights, choices, consent and individuality.</li><li>Values and principles.</li></ul></li></ul>	<ul style="list-style-type: none"><li>How to manage challenges during adolescence.</li><li>How to reframe negative thinking.</li><li>Strategies to promote mental health and emotional wellbeing.</li><li>About the signs of emotional or mental ill-health</li><li>How to access support and treatment.</li><li>About the portrayal of mental health in the media.</li><li>How to challenge stigma, stereotypes and misinformation.</li></ul>	<ul style="list-style-type: none"><li>How to evaluate strength and interests in relation to career development.</li><li>To know about the responsibilities within the workplace.</li><li>How to evaluate and build on the learning obtain from work experience.</li></ul>	<ul style="list-style-type: none"><li>Recognise the difference between sprains, strains, broken bones and dislocations.</li><li>Be able to treat between sprains, strains, broken bones and dislocations.</li><li>Know how to deal with somebody who is choking.</li></ul>		
	End Point	To understand and explain healthy relationships, recognising that these vary in context and concepts as well as recognising the legal ramifications of unhealthy relationships.	To understand the dangers associated with drugs, gangs and alcohol and the impact that this has on a person’s or people’s lives. To be able to describe how to make safe decisions when it comes to drugs and alcohol and the importance of getting help.	To understand what the prevent agenda is and its importance in maintaining a strong and fair / safe society. To be able to explain why people believe in information they read online and describe how this begins to shape their lives.	To understand and explain what a healthy relationship with money looks like, recognising how to effectively make sound financial decisions.	To understand that citizens are allowed to express themselves freely. ‘Freedom of speech’ is key to this, understanding that people are able to cite their opinions by written or spoken word whilst being contained within the rules of law.	To understand the interchanging nature of mental health and how we can mitigate issues of ‘anxiety, stress and worry’.	To undertake an experience of a workplace environment.	To be able to treat a casualty that has suffered either a sprain, a strain, a broken bones or a dislocations. To know how to treat someone who is choking (Heimlich manoeuvre).		
		Autumn 1/2 Summer 2	Autumn 2	Autumn 1 Spring 1	Autumn2 Spring 1 Summer 2	Spring 1 / 2	Summer 2				
Year 11	Topic	Building for the Future	Next Steps – Living in the Wider World	Independence	Communication and Relationships	Families	Mutual respect				
	Enquiry Question	What does the future look like?	What will the next step in my educational journey be?	What do we mean by making responsible health choices, and keeping safe in independent contexts?	How do we effectively communicate our wants and needs to ensure a healthy sexual relationship?	Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	What does it mean to live in a world where some people have the opposite views to fundamental British Values?				
	Key Knowledge and skills	<ul style="list-style-type: none"><li>Define the key words stress, self-efficacy, resilience.</li><li>Describe how stress may impact people.</li><li>Explain why it is important to recognise stress and make changes.</li><li>Evaluate the use of social and / or online media.</li></ul>	<ul style="list-style-type: none"><li>To know and understand post-16 options and career pathways.</li><li>To understand the application process and interview techniques.</li><li>To know how to maximise employability.</li></ul>	<ul style="list-style-type: none"><li>How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads).</li><li>Understanding the effective use of emergency first aid skills.</li></ul>	<ul style="list-style-type: none"><li>To understand about core values and emotions in relation to gender identity, gender expression and sexual orientation.</li><li>To understand how to communicate assertively when discussing their wants and needs in a sexual relationship.</li></ul>	<ul style="list-style-type: none"><li>To understand about different types of families and changing family structures.</li><li>To learn how to evaluate readiness for parenthood and positive parenting qualities.</li><li>To gain a clear understanding about fertility, including how it varies and changes.</li></ul>	<ul style="list-style-type: none"><li>To Know and understand that mutual respect means, treating other people with dignity and recognising their value.</li><li>To understand that stereotyping, prejudice and discrimination is unacceptable.</li></ul>				

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		<ul style="list-style-type: none"><li>Explain why it is important to balance time on and offline.</li></ul>		<ul style="list-style-type: none"><li>Gain a clear understanding how to assess emergency and non-emergency situations and contact appropriate services.</li><li>Highlight the clear links between lifestyle and some cancers.</li><li>Gain an understanding about the importance of screening and how to perform self-examination.</li><li>Clarity about vaccinations and immunisation.</li><li>To understand about registering with and accessing doctors, sexual health clinics, opticians and other health services.</li><li>To gain an understanding how to manage influences and risks relating to cosmetic and aesthetic body alterations.</li></ul>	<ul style="list-style-type: none"><li>To recognise unwanted attention, including online and know ways to respond and how to seek help.</li><li>To recognise the signs of unhealthy, exploitative and abusive relationships and how to access support and overcome potential challenges when trying to seek this support.</li></ul>	<ul style="list-style-type: none"><li>Learn about pregnancy, birth and miscarriage.</li><li>To understand about unplanned pregnancy options, including abortion.</li><li>To learn about adoption and fostering.</li><li>An understanding of how to manage change, loss, grief and bereavement.</li><li>To learn about ‘honour based’ violence and forced marriage and how to safely access support.</li></ul>	
	End Point	To understand what life may be like beyond school and our place in the world. To be able to identify and recognise signs of stress and where to go for help when this is unmanageable.	To understand and explain the different post-16 educational pathways having made a successful application	To understand the resources available in modern Britain and gaining an importance of health lifestyle choices.	To understand and explain unwanted attention signs and ways to seek support when the potential for an unhealthy abusive relationship is apparent.	To understand the different features of ‘family’, to learn about pregnancy, adoption, fostering and local issues families may encounter.	Students are understand the concept of mutual respect and are able to explain what this means and why it is important in modern Britain.