

Long Term Plan & Curriculum Intent SMSC (LIFE)

SMSC- North Durham Academy

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Subject mission statement

Our Mission Statement shows that SMSC is at the heart of everything we do at North Durham Academy. We offer a comprehensive learning environment that encourages students to take active control of their learning and behaviour and to embrace challenge. We promote fundamental British Values and students' spiritual, moral, social and cultural development, helping them to develop into responsible adults. Our mission of putting 'students first' defines the core values of LIFE lessons, ensuring that students have the key qualities to prepare for adulthood and are able to become active members of their community.

Key Stage 3

Related Documents

- LTP - Overview of Activities
- MTP's
- Lesson plans

Secondary School RSE 2020 guidance for KS3 and KS4:

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.

Curriculum Intent – Key Stage 3

Provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. Pupils should be able to explore political and social issues critically, debate and make reasoned arguments. Pupils should be prepared to take their place in society as responsible citizens, manage their money well and make sound financial decisions

Aims – National Curriculum

The national curriculum for LIFE/Citizenship aims to ensure that all pupils:

- 1 – the development of the political system of democratic government
- 2- the operation of parliament, including voting and elections and the role of political parties
- 3- the precious liberties enjoyed by UK citizens
- 4-The nature of rules and laws and the justice system including the role of the police
- 5-The roles played by public institutions and voluntary groups in society
- 6-the function and uses of money, budgeting and managing risk

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Knowledge: <ul style="list-style-type: none"> • Dealing with change • Setting academic targets, behaviour Targets and understanding school rules • Behaviour policy- talk through expectations • Enrichment programme • Cyberspace Dangers • road safety • Social Media-impacts and dangers • Bullying online 	Knowledge: <ul style="list-style-type: none"> • Identity • Democracy • Why democracy is important • Remembrance celebrations • Refugees and warfare in other countries • the rule of law • individual liberty • Faiths and beliefs • Political parties 	Knowledge: <ul style="list-style-type: none"> • Individual liberty • Money and managing finances • Banking and the role of banks • The importance of work • Roles played by public institutions • Community support • The role of the police • Courts/tribunals and a recap of the rule of law 	Knowledge: <ul style="list-style-type: none"> • Local charities • Global worries • Plastic pollution • Freedom of speech • Fairtrade • Different types of workplaces-factories/shops/c onsumer goods/food distribution places etc. • Animal Testing • Upcycling • recycling 	Knowledge: <ul style="list-style-type: none"> • Communities • Relationships-friendships, what does a good relationship look like? • Friends • family • Diversity-sexual orientation • Stereotyping • Prevent- what is it? • Radicalisation • Prejudice • Manners and the importance of • Bullying- impact of and prevention • Child exploitation-age appropriate scenarios 	Knowledge: <ul style="list-style-type: none"> • Puberty • Gender equalities • Intimacy • Communicating feelings • Peer on peer abuse • Recap on friendships • What different types of relationships look like • Peer on peer abuse • Mental Health • Resilience • Recap- Sexting • Personal safety • Exploitation

	<p>Skills:</p> <ul style="list-style-type: none"> Pupils are introduced to life at NDA, they are guided through our policies and learn strategies or their own behaviour. Pupils then learn about road safety and being safe, cyberbullying and staying safe on the web. <p><u>Initial Assessment</u> The students will need to create a leaflet aimed at year 6s about road safety. They will need to think about what words they use and how they can make it bright and interesting to read. Remind the students that they will need to engage people and encourage them to read their leaflet.</p>	<p>Skills:</p> <ul style="list-style-type: none"> Pupils will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain <p><u>Assessment</u> They will need to create their own political party with a list of 10 policies. Their party must have a name, a logo, 10 policies and each student will need to write a mission statement explaining why they should be elected. The key to this piece of work is the detail. They need to explain why they would do certain things and also need to think about how their policies will affect other people around them.</p>	<p>Skills:</p> <ul style="list-style-type: none"> Pupils will acquire knowledge and skills to help them fully understand the importance of work, money and financial decisions They will look at the role of the police Community helpers and workers Court system Tribunals/the way a court room works The rule of law recap 	<p>Skills:</p> <ul style="list-style-type: none"> Pupils will learn about different charities and Fairtrade, they will enhance their knowledge about sweatshops, animal testing and upcycling. They will comprehend the global market and think about the importance of recycling. 	<p>Skills:</p> <ul style="list-style-type: none"> Pupils learn about relationships with friends and family, they focus on diversity and stereotyping, what prejudice means and how people react to it. They also learn about how to stop bullying and the impact bullying has. Child exploitation and the Dangers of Stereotyping and why society judges others Manners and importance 	<p><u>Covered in assemblies/tutor programme/smsc lessons in tutor time per week</u></p> <ul style="list-style-type: none"> Grooming-dangers of Online safety Grooming/sexting Becoming a teenager Gender stereotyping Responsibility for personal hygiene <p>Skills:</p> <ul style="list-style-type: none"> Pupils are introduced to puberty and menstruation. They focus on responsibilities of personal hygiene and the importance of it. Pupils think about their futures and their world of work-different types of jobs they would like to do, growing up and becoming a teenager.
Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Knowledge</p> <p>Friendship and Other Relationships: -What is a friend? -What do I look for in a friend? -Friendship skills -Confidence and self esteem -Signs of healthy and unhealthy relationships -Bullying -E-safety-keeping safe online -Grooming-sexting -online dangers</p> <p>Skills</p> <ul style="list-style-type: none"> -Identify actions which are kind -Identify actions which are cruel -Identify how they feel when someone is unkind -Identify things they consider right or wrong -Talks about how important people should care for each other -Show an understanding of right and wrong 	<p>Knowledge</p> <ul style="list-style-type: none"> Behaviour for learning Remembrance celebrations Refugees and warfare in other countries Discrimination Cultural differences Wellbeing and integrity <p>Skills</p> <ul style="list-style-type: none"> - Identify how to be a good citizen in the community - Recognising own behavioural traits and how to behave in and out of school - Own personal wellbeing and integrity - Looking at cultural differences of different religions and communities - Respect - Remembrance services - Respecting cultural differences and refugees 	<p>Knowledge</p> <ul style="list-style-type: none"> Different types of relationships Emotional Health and Values Roles and responsibilities of parents, carers and children in families how to deal with a breakdown in a relationship and the effects of change, Loss, separation, divorce and bereavement Sex and the law- rights and responsibilities Homophobia and growing up gay Gender stereotypes Media and real world misconceptions Internet safety Child exploitation <p>Skills</p> <ul style="list-style-type: none"> - Identifying how a relationship works - Healthy relationships - the importance of Safety - Mental health and wellbeing - Unhealthy relationships - Marriage - divorce 	<p>Knowledge</p> <ul style="list-style-type: none"> The World Around Me: -Similarities and differences between me and others -Community -Culture and diversity -Respect and tolerance -Celebrations around the world Prevent- what is it? Radicalisation <p>Skills:</p> <ul style="list-style-type: none"> -Identify groups they belong to -Aware that different cultures give names in different ways -Identify things people belonging to a community do together -Can identify some physical sims/diffs between themselves and friends -Talk about the differences between themselves and others 	<p>Knowledge</p> <ul style="list-style-type: none"> Personal Safety & Emergency Life Skills: -Safe and unsafe people and situations -Stranger danger -Emergencies and emergency services -E-safety -Can I role play calls to emergency services? -The role of the police and other emergency services -Emergency life skills -How to respond of someone is hurt, unconscious, choking, bleeding seriously or having a suspected heart attack? -Recovery position <p>Skills:</p> <ul style="list-style-type: none"> -Suggests who a stranger might be -Knows not to talk to strangers -Knows not to accept anything from a stranger -Knows location of emergency exits at school -Gives examples of household products which are harmful -Points out a police uniform or car -Suggests the role of the police -Role plays a call to the emergency services -Identify options if they get lost -Recognise if a person is hurt -Names steps to take if they get lost -Name safe people in uniform -Know humans need food and water to live -Know not to talk to strangers online -Talk about people who we can ask for help -Can say their address -Knows the term poisonous -Knows liquids, plants and other things may be poisonous -Knows liquid in container may be dangerous -Knows why you must wear a seatbelt -Knows each medicine has a specific use -Knows not to touch a syringe without permission -Identify tools which may be dangerous -Knows places to cross the road safely -Knows the Green Cross Code -Identifies dangers of railway lines and water ways -Identify strategies to use if they feel threatened -Suggest ways to keep themselves safe in different situations -Recognise safe and unsafe situations -Know how to help someone who is choking 	<p>Knowledge:</p> <ul style="list-style-type: none"> Puberty Recap on friendships What different types of relationships look like Peer on peer abuse Mental Health Resilience Attraction- who am I attracted to? Friendships recap Different types of relationships <p><u>Covered in assemblies/tutor programme/smsc lessons in tutor time per week</u></p> <ul style="list-style-type: none"> Recap- Sexting Personal safety Exploitation Grooming-dangers of Online safety Becoming a teenager Gender stereotyping Responsibility for personal hygiene <p>Skills:</p> <ul style="list-style-type: none"> Pupils are introduced to puberty and menstruation. They focus on responsibilities of personal hygiene and the importance of it. Pupils think about their futures and their world of work-different types of jobs they would like to do, growing up and becoming a teenager.

					-Know how to help someone who is bleeding seriously	
Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Knowledge</p> <ul style="list-style-type: none"> Health and wellbeing: Drugs Education Taking responsibility for own health. Short and long-term consequences of substance use/misuse – illegal and legal. Vocabulary- ‘habit’, ‘dependence’, ‘addiction’. Risks of consequences of personal safety. E-safety recap- bullying online Sexting Online grooming recap Careers advice, interview techniques (possible outside agency support) <p>Possible Trips/ enrichment activities</p> <ul style="list-style-type: none"> Cyber bullying workshop- Durham Constabulary team. Careers advice- linked to R. Graham- how to write a CV, interview tips and techniques- outside agency support. Support from Local Drug and alcohol charities- student talks Further support from Durham Constabulary- prison visit- <p>Skills:</p> <ul style="list-style-type: none"> Looking at healthcare system Recognising own health needs How to keep a balanced healthy diet Impact of alcohol and drugs on health 	<p>Knowledge</p> <ul style="list-style-type: none"> Islamic religion and ideas based on Islamic traditions Remembrance day celebrations Christianity Judaism- synagogue Sikhism Agnostic/atheist/theist/ secular Hinduism Buddhism (looking at outside support- visits- religious buildings) Refugees- supporting new pupils Freedom of faiths and looking at different cultures Reflection on past experiences <p>Possible Trips/ enrichment activities</p> <ul style="list-style-type: none"> Visit to local mosque- linked to cultural capital Remembrance Day visit by local WW2 Hero- visit to local Church to pay tribute to the fallen Assembly link from Refugee organisation Trip to local synagogue- meeting with orthodox Jewish Rabbi Visit to local Church- looking at Catholic and Protestant religion Visits to local places of worship will ensure that pupils have a good understanding of different religions by experiencing them first-hand. They will have an awareness of others’ beliefs and learn to show empathy with them. Also, places and objects of natural beauty can create a sense of awe and wonder in children, for example- Holy Island, Bamburgh Castle, Saint Mary’s lighthouse, Hadrian’s Wall, Vindolanda <p>Skills:</p> <ul style="list-style-type: none"> Understanding differing religions and cultures Focusing on Islam and the Islamic faith Looking at Remembrance day and the importance of remembering the fallen. Recognising different religions and faiths- appreciating culture Reflecting on past experiences and ideas 	<p>Knowledge</p> <p>Celebrating Diversity:</p> <ul style="list-style-type: none"> Extent self-confidence and self-esteem affected by judgements of others- social and emotional resilience Recognise and manage feelings about body image including media portrayal and risks of cosmetic procedures. Emotional health and wellbeing – causes symptoms, treatment, where to go for help. Obtaining health information, advice and support. Different types of health issues First aid techniques Recap on dangers of alcohol/smoking etc. <p>Possible Trips/ enrichment activities</p> <ul style="list-style-type: none"> School Nurse talk- linked to MH and emotional resilience, guest speakers First Aid Training- demonstrations Mental Health Champions Training Drama links- performances- Northern Stage- watching dress rehearsals Theatre Royal/ Sunderland Empire- links to cultural capital <p>Skills:</p> <ul style="list-style-type: none"> How to manage self confidence How body image can affect self-esteem Emotional wellbeing and mental health Risks of cosmetic procedures Health information- different services that can help wellbeing First aid techniques 	<p>Knowledge</p> <ul style="list-style-type: none"> Healthy Relationships – healthy and unhealthy relationships, consent- impact of mental health Sex education- Pregnancy and parenthood contraception Self-esteem within relationships/appropriate behaviour keeping safe online. Prevent- indoctrination, independent speakers <p>Possible Trips/ enrichment activities</p> <ul style="list-style-type: none"> Expressions of cultural development- wider world to develop self-esteem- promote self-belief- Art gallery- the Baltic Discovery Museum Newcastle Hancock Museum- Newcastle Expressing yourself through Art Therapy <p>Skills:</p> <ul style="list-style-type: none"> Focusing on what a healthy relationship looks like Child exploitation and signs Groom and online safety- keeping safe gaming Social media Impact of social media and cyberbullying 	<p>Knowledge</p> <ul style="list-style-type: none"> County lines- Drugs and the effects of Online gaming- impacts/concerns/worries Addictions Information and communication technology-This includes the Internet, wireless networks, mobile phones, and other communication mediums-wider world. Radicalisation- impacts and what it stands for- support networks to help Enterprise ideas- starting your own business and recap on careers Recognise coins -Identify some needs and wants -Understand the need to keep money safe – Importance of saving -Understand what debt is -Be able to complete the main sections of a bank application form -Give examples of ways to save money -Considers a simple budget Suggests how money can be raised for good causes - Describes the use of a bank account -Know what an ATM is and how it works <p>Possible Trips/ enrichment activities</p> <ul style="list-style-type: none"> Beamish Museum- How we used to live- life on a farm Kirkley Hall Zoological Gardens Alnwick Gardens- linked to areas of natural beauty Tynemouth Sea life centre- linked to wider world Visit to Local Bank- or talk by a bank manager- how to save money Charity workers talk- RSPCA/RSPB/Christian Aid Business Careers Advice- https://www.young-enterprise.org.uk/what-we-do/where-we-work/region/northeast/county/durham/ <p>Skills:</p> <ul style="list-style-type: none"> Introducing the impact of saving money, the importance of Thinking about savings and how to use a bank The importance of saving money Debts and how to avoid Keeping money safe 	<p>Knowledge</p> <ul style="list-style-type: none"> Gender identity Puberty-baseline recap Exploration around attraction-who am I attracted to? Respect in relationships Peer on peer abuse Intimacy and communication- agony aunt situations Sexting recap-delay Prevent- what is it? <p>Covered in assemblies/tutor programme/SMSC lessons in tutor time per week</p> <ul style="list-style-type: none"> -Counties in the UK -Cities in the UK -Government, political parties, taking a vote and democracy Creating my own political party Name the four countries in the UK and cities within each country Our government the houses of parliament Brexit and the impact of leaving the EU. Different political parties -Identify the Prime Minister and talk about their role -Understand the idea of democracy- freedom of speech <p>Possible Trips/ enrichment activities</p> <ul style="list-style-type: none"> Newcastle law courts tour- looking at Court system Sunderland Uni- Law courts Geographical Trips- Whitley Bay- the Beach- links to plastic pollution Blyth Beach- local areas of nature Freedom of Speech- understand diversity- links to student days at Sunderland Uni <p>Skills:</p> <ul style="list-style-type: none"> Work in a group to create an imaginary political party and suggest some simple policies focus on democracy based tasks- group work/debates link to cross curricular geography- different cities in UK- Different countries in the world and their political system Link to History- looking at different countries parliamentary history

Related Documents

- Overview of Activities
- MTP's
- Lesson plan

	<p>Curriculum Intent – Key Stage 4.</p> <p>Teaching should build on the KS3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.</p> <p>Looking at boundaries at this age is useful, what's the difference between flirting and sexual harassment? Identifying abusive relationships as well as identifying the perfect partner. Further information on the realities of pregnancy and parenthood, including the physical impact of pregnancy, plus the social life and economic price that young parents pay.</p>	<p>Aims – National Curriculum</p> <p>The national curriculum for LIFE/Citizenship aims to ensure that all pupils are taught:</p> <ul style="list-style-type: none"> • Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press • The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond • Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom • Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world • Human rights and international law • The legal system in the UK, different sources of law and how the law helps society deal with complex problems diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding • The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity • Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Knowledge:</p> <ul style="list-style-type: none"> • What is a healthy lifestyle • The benefits of a healthy lifestyle • Exercise • Fizzy drinks, caffeine, junk food • Alcohol and addiction • Tobacco • Illegal drugs • Peer pressure and assertion • Having a balanced lifestyle • Emotional and mental wellbeing <p>Skills:</p> <ul style="list-style-type: none"> • Name some elements of a healthy lifestyle • Identify different exercises and know why it is important to exercise • Understand what are healthy and unhealthy foods • Know the law, some risks and consequences drinking alcohol • -Know the law, some risks and consequences of tobacco • -Identify some caffeinated drinks • -Know not to take someone else's medicine • -Know some strategies to say no • -Identify feelings and steps we can take if upset or worried • -know drugs affect the mind and body • -Identifies what happens to people who break the law 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Media and Me: • What is media • The power of advertising • Body image • Digital manipulation in magazines and billboards • Diversity in the media • Self-esteem and wellbeing • Social media and e-safety • Gender differences-sexual orientation <p>Skills:</p> <ul style="list-style-type: none"> • Looking at the media and focusing on different portrayals of positive and negative images • Photo-shopping and how the media show celebrities • Self-esteem and the media- trolling and the impact of • Social media and E-Safety- importance of keeping safe online. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Looking at boundaries at this age is useful • What's the difference between flirting and sexual harassment? • Identifying abusive relationships • Sti's risks (possibility of outside agencies coming in to do work with pupils) • Further information on the realities of pregnancy and parenthood including the physical impact of pregnancy • What does a good relationship look like? • Social life and economic price that young parents pay • Recap on contraception • Recap on Sex Education. <p>Skills:</p> <ul style="list-style-type: none"> • Focusing on different boundaries-relationships wise • Info on pregnancy-support etc.-contraception's • Possibility of outside agencies coming in to do group work with pupils • Recap on Sex Ed- looking at importance of healthy relationships 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Recap of religion: • Christianity- the church, looking at Jesus and God- the bible • Sikhism- focusing on religious studies • Hinduism- importance of religious festivals • Judaism- importance of religion- Synagogues- history of Jewish Cultures • Agnostic- atheist, theist meanings and beliefs • Prevent- what is it? • Radicalisation <p>Skills:</p> <ul style="list-style-type: none"> • Impact of communities • Christianity and the Church- the pop, different aspects of • Christianity, Catholic, roman catholic • The agnostic atheist may be contrasted with the agnostic theist, who believes that one or more deities exist but claims that the existence or nonexistence of such is unknown or cannot be known. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional • health disorders (including stress, anxiety and depression) • eating disorders and how to prevent them • how to support your own mental Health and that of your peers • mental health champions <p>Skills:</p> <ul style="list-style-type: none"> • how to look out for MH • How to sympathise/empathise with others • How to support my peers • Features of depression • Features of anxiety • Different types of eating disorders • Focus on MH wellbeing • Looking at supporting peers with MH and how to recognise signs • Services that can help support MH 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Specific RSHE education SOW • DV recap • Gender identities • Sexual health • Contraception • Relationships-recap healthy unhealthy- the celebratory impact of relationships • Respect in relationships • Rape- impact- who to talk too • Awareness of STIS- how to stay safe • Intimate relationships <p><u>Covered in assemblies/tutor programme/smsc lessons in tutor time per week</u></p> <ul style="list-style-type: none"> • Link to British Red Cross • Learn about the impact of Hurricane Dorian and building resilience. • Disasters and emergencies- amazon wildfires and the impact on community's • Humanitarian crisis in Mozambique • Sri Lanka- solidarity- attacks on church on Easter Sunday • Refugees- the history of migration and the impact- gain understanding and build empathy • Migration to Britain- people risking their lives to cross the channel- impact <p>Skills:</p> <ul style="list-style-type: none"> • Pupils focus on empathy skills and looking at recent news stories from around the world • British red cross focus led sessions- • Impacts of natural disasters and the effect on communities • Migration and the affects

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Knowledge:</p> <ul style="list-style-type: none"> The World of work: The benefits of work and work experience Career development Understanding Job adverts Applying for jobs CV writing Rights at work Pay and tax College and transition Apprenticeships Application forms <p>Skills:</p> <ul style="list-style-type: none"> Understand the benefits of work and work experience Read and understand job advertisements Know different methods of applying for work Be able to complete an application form Know rights at work Understand choices for college Discuss where they get their money Identify people in uniform i.e. police, nurse Discuss the results of research on the computer <ul style="list-style-type: none"> -Identify the basic need – people need money -Discuss possible improvements to tasks completed -Develop an awareness of legal sources of money -Identify the range of jobs done by people in school/in the local area 	<p>Knowledge:</p> <ul style="list-style-type: none"> <i>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions</i> <i>the law relating to the supply and possession of illegal substances</i> <i>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</i> <i>the physical and psychological consequences of addiction, including alcohol dependency</i> <i>awareness of the dangers of drugs which are prescribed but still present serious health risks</i> <i>the facts about the harms from smoking tobacco (particularly the link to lung cancer),</i> <i>the benefits of quitting and how to access support to do so</i> <p>Skills:</p> <ul style="list-style-type: none"> <i>preparation for adulthood and the impact of taking drugs has on the body</i> <i>impact and effects of alcoholism</i> <i>dangers of smoking</i> <i>physical and psychological addictions links to M</i> 	<p>Knowledge:</p> <ul style="list-style-type: none"> Body Image and importance of loving yourself- portrayal of media Self-esteem recap- body confidence The Dark Web- criminal related topics- consequences and actions of people who access the Dark Web. Social media impacts- recap <p>Skills:</p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary that happiness is linked to being connected to others how to recognise the early signs of mental wellbeing concerns Common types of mental ill health (e.g. anxiety and depression) how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health the benefits and importance of physical exercise, time outdoors, community participation voluntary and service-based activities on mental wellbeing and happiness 	<p>Knowledge:</p> <ul style="list-style-type: none"> Living independently Revision and study skills University and opportunities- different styles of courses Different universities Job opportunities depending on qualifications <p>Skills:</p> <ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn focusing on university living looking at different courses and what course leads to different career paths job opportunities- importance of grades 	<p>Knowledge:</p> <ul style="list-style-type: none"> prevent careers recap- catch up of work experience exam stress and recap of how to revise- strategies Importance of sleep Dental hygiene Self-examination Personal hygiene and the importance of Taking care of yourself Antibiotics/medicines Immunization vaccination The wider world of diseases charities that help Countries affected by famine <p>Skills:</p> <ul style="list-style-type: none"> personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist the benefits of regular self-examination and screening The facts and science relating to immunization and vaccination The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn 	<p>Knowledge:</p> <ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, Coercion harassment, rape domestic abuse forced marriage honour-based violence and FGM, and how these can affect current and future relationships how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) Further recap on RSE Further recap on contraception and STIS Unwanted pregnancies- importance of families- rape and how to deal with it Relationships and advice Independence <p>Skills:</p> <ul style="list-style-type: none"> Pupils learn about domestic abuse and the impact this can have on an individual Looking at rights and wrongs of relationships Impacts of FGM on women- impact on society and future relationships Further recap on STIS/contraception/ independent living