

Timeline	Major theme	Minor theme	Learning Outcomes	Content Focus	PTC
Sept-Oct (5)	Health & Wellbeing	Physical Health	<p>KNOW how to self-examine and access health services</p> <ul style="list-style-type: none"> <li>- Describe key health checks that need to be undertaken throughout life</li> <li>- Describe the purpose of vaccinations</li> <li>- List health services</li> </ul> <p>UNDERSTAND the invisible nature of physical health and illness AND the reasons that some may avoid accessing health services</p> <ul style="list-style-type: none"> <li>- Explain why health checks and vaccinations are important</li> <li>- Analyse why some people fear accessing health services</li> </ul> <p>BE ABLE TO critically assess sources of health information AND self-screen and use health services with confidence</p> <ul style="list-style-type: none"> <li>- Critically assess differing opinions on health</li> <li>- Use health services with confidence</li> </ul>	<p>Health Checks - Intro, the facts, why they are so important, where to go</p> <p>Health Checks - Anti-vaxxers</p> <p>Doctor fear - Why do we fear health services?</p>	<p>Physical changes in Year 7</p> <p>Personal hygiene in Year 8</p> <p>Critiquing health sources in Year 9</p> <p>Sexual health services in Year 9 &amp; 10</p>
		Mental Health	<p>KNOW how emotions positively and negatively influence mental health AND strategies that help to maintain good mental health</p> <ul style="list-style-type: none"> <li>- Describe the impact of different emotions on mental health</li> <li>- List strategies to maintain positive mental health</li> </ul> <p>UNDERSTAND the importance of maintaining positive self-esteem AND that certain circumstances may lead to poor mental health</p> <ul style="list-style-type: none"> <li>- Explain why self-esteem is important to maintain positive mental health</li> <li>- Explain what circumstances may lead to poor mental health</li> </ul> <p>BE ABLE TO speak confidently about their emotions AND balance commitments to maintain positive mental health</p> <ul style="list-style-type: none"> <li>- Speak confidently about your emotions</li> <li>- Organise your time to balance a range of commitments</li> </ul>	<p>Emotions - Intro, why do I feel down?</p> <p>Emotions - How do exams make us feel?</p> <p>Strategies - stress management and maintaining positive mental health</p>	<p>Emotions and stress management in Year 7</p> <p>Self-esteem in Year 8</p> <p>Mental illness in Year 9</p>
		Risk Behaviours	<p>KNOW the risks associated with tobacco/vaping AND how to follow criminal law</p> <ul style="list-style-type: none"> <li>- List the risks associated with smoking/vaping</li> <li>- State the law on knife crime</li> </ul> <p>UNDERSTAND the relationship between risk behaviours, self-concept and peer pressure AND why and how young people become involved</p>	<p>Smoking/Vaping - Intro, the science, the risks</p> <p>Vaping - Why is it cool to vape? Do we know enough?</p>	<p>Smoking in Year 8</p> <p>Gangs in Year 9</p> <p>Drugs &amp; alcohol in Year 10</p>

			<p>in crime</p> <ul style="list-style-type: none"> <li>- Explain how self-concept and peer pressure influences smoking/vaping</li> <li>- Analyse why young people becoming involved in knife crime</li> </ul> <p>BE ABLE TO think critically about why others may participate in risk behaviours AND confidently seek help if risk behaviours become unsafe or unhealthy</p> <ul style="list-style-type: none"> <li>- Critically assess whether vaping is safe</li> <li>- Seek help if you have concerns about smoking/vaping and knife crime</li> </ul>	<p>Knife crime - Intro, the law, the facts, how to get help</p> <p>Knife crime - #knife free - stories</p>	
Oct-Nov (5)	British values & Character (RS)	<p>Equality</p> <hr/> <p>Democracy</p> <hr/> <p>Performance Character</p> <hr/> <p>Moral Character</p>	<p><b>Inspirational Religious People:</b></p> <p>KNOW:</p> <ul style="list-style-type: none"> <li>- What makes a person inspirational</li> <li>- The qualities and characteristics of inspirational leaders.</li> <li>- How religious faith can inspire a person and influence their life.</li> <li>- Examples of inspirational and influential figures in history.</li> </ul> <p>UNDERSTAND:</p> <ul style="list-style-type: none"> <li>- How strong character can influence a person to do great things.</li> <li>- Why influential figures in history made sacrifices to help others.</li> <li>- How individual actions can have a global impact.</li> </ul> <p>BE ABLE:</p> <ul style="list-style-type: none"> <li>- To talk confidently about the characteristics involved in becoming an inspirational and influential leader.</li> <li>- To understand the impact of 3 inspirational people.</li> <li>- To speak out against injustice when it is seen and inspire people.</li> </ul>	<p>Qualities of an inspirational leader.</p> <p>Different ways that faith inspires action.</p> <p>The life and influence of Martin Luther King, Malala Yousafzai, and Elie Wiesel.</p> <p>The effect that religious faith has had on Martin Luther King, Malala Yousafzai, and Elie Wiesel.</p>	<p>Performance and Moral character in KS3</p> <p>Helping others in KS3</p> <p>Work ready - Oracy skills in Year 8</p> <p>Extinction rebellion in Year 8</p> <p>Racism in Year 9</p>
Dec-Jan (5)	Futures & Careers	What's out there?	<p>KNOW a range of possible career paths and employment options AND the roles and responsibilities involved in a range of careers</p> <ul style="list-style-type: none"> <li>- List different careers in the business sector</li> <li>- Describe the roles and responsibilities involved in a range of business based careers</li> </ul> <p>UNDERSTAND how stereotypes and expectations may limit aspiration AND why different careers are required within our society</p>	<p>Careers in business - Intro, careers carousel, what will change in the future?</p> <p>Careers in business - What is</p>	<p>Services in Year 7</p> <p>Creative careers in Year 8</p> <p>STEM in Year 9</p> <p>Caring careers</p>

			<ul style="list-style-type: none"> <li>- Explain how stereotypes limited aspiration in business careers</li> <li>- Explain why business careers are important in our society</li> </ul> <p>BE ABLE TO make informed decisions about what career path to pursue AND challenge stereotypes that limit aspiration</p> <ul style="list-style-type: none"> <li>- Analyse the pros and cons of a career in the business sector</li> <li>- Reflect on whether you would like to pursue a career in the business sector</li> <li>- Challenge stereotypes that prevent some pursuing business careers</li> </ul>	it really like?	<p>in Year 10</p> <p>Nature of success in Year 7</p> <p>Aspiration in Year 9</p>
		Work ready	<p>KNOW post-16 options AND how to successfully acquire a job</p> <ul style="list-style-type: none"> <li>- List post-16 options</li> <li>- Describe how interviews help you acquire a job</li> </ul> <p>UNDERSTAND how different post-16 options can lead to different employment opportunities AND the stereotypes that exist concerning different post-16 and post-18 options AND the purpose of the job application process</p> <ul style="list-style-type: none"> <li>- Explain how different post-16 subjects/qualifications can lead to different employment options</li> <li>- Critically assess stereotypes that exist about different post-16 options</li> <li>- Critically assess the purpose of interviews in the job application process</li> </ul> <p>BE ABLE TO make informed decisions about what post-16 options to take AND confidently prepare for the job application process</p> <ul style="list-style-type: none"> <li>- Assess post-16 options for your personal future</li> <li>- Complete interview practice</li> </ul>	<p>Post-16 options - Intro and subjects linked to careers</p> <p>Post-16 options - The myths, sixth form, college and apprenticeships</p> <p>Interviews - Intro, key skills, practice</p>	<p>Interviews ELD</p> <p>Employment skills in KS3</p> <p>Performance character in KS3</p> <p>Post-14 options in Year 9</p> <p>CVs in Year 9</p> <p>Work experience and cover letters in Year 10</p>
Feb-Mar (5)	Sex & Relationships	Platonic relationships	<p>KNOW how peer pressure impacts platonic relationships</p> <ul style="list-style-type: none"> <li>- Describe how peer pressure impacts online platonic relationships</li> </ul> <p>UNDERSTAND why peer pressure exists AND how platonic relationships can become negative or unsafe</p> <ul style="list-style-type: none"> <li>- Analyse why peer pressure exists in online platonic relationships</li> <li>- Explain how online platonic relationships can become negative</li> </ul> <p>BE ABLE TO challenge negative platonic relationships AND</p>	<p>Peer pressure in PR - Intro, link to risk behaviours</p> <p>Online NPR - University</p> <p>whatsApp groups - Why is discrimination accepted?</p>	<p>Peer pressure in risk behaviours in from Years 7-10</p> <p>Character in disputes in Year 9</p> <p>Cyberbullying in</p>

		<p>confidently seek help when in a negative platonic relationship</p> <ul style="list-style-type: none"> <li>- Challenge negative online platonic relationships</li> <li>- Seek help if concerned about negative online platonic relationships</li> </ul>		<p>Year 10 Discrimination in KS3</p>
	Intimate relationships	<p>KNOW how pressure and control can impact intimate relationships AND the law about coercive control and domestic abuse</p> <ul style="list-style-type: none"> <li>- Describe how coercive control impacts intimate relationships</li> <li>- State the laws on coercive control and domestic abuse</li> </ul> <p>UNDERSTAND why people stay in negative intimate relations AND the issues surrounding control and abuse</p> <ul style="list-style-type: none"> <li>- Analyse why some stay in intimate relationships involving coercive control</li> <li>- Explain why coercive control and domestic abuse exist</li> </ul> <p>BE ABLE TO make informed decisions about the positivity of intimate relationships AND confidently seek help when in a negative intimate relationship</p> <ul style="list-style-type: none"> <li>- Critically assess if coercive control is affecting your intimate relationship</li> <li>- Seek help if you experience coercive control in an intimate relationship</li> </ul>	<p>Coercive Control - Intro, the law, the facts, how to get help Coercive Control - Coronation Street - Yasmeen and Geoff</p>	<p>Pressure in Year 8 Consent in Year 10  Grooming in Year 9</p>
	Ready for sex	<p>KNOW where to find and how to use different types of contraception AND how to maintain sexual health</p> <ul style="list-style-type: none"> <li>- Name different types of contraception</li> <li>- Describe where to find contraception and how to maintain sexual health</li> </ul> <p>UNDERSTAND the importance of contraception during sexual activity</p> <ul style="list-style-type: none"> <li>- Explain the importance of contraception during sexual activity</li> <li>- Explain the risks of unprotected sexual on health</li> </ul> <p>BE ABLE TO confidently source and use contraception</p> <ul style="list-style-type: none"> <li>- Confidently source and use contraception when required</li> <li>- Analyse the inequity in contraction</li> </ul>	<p>Contraception - Intro, types, risks, where to get it Contraception - gender imbalance - pill for men?</p>	<p>Contraception /STIs in Year 9 Pregnancy /having children in Year 10</p>
	Related issues	<p>KNOW the law on extremism AND the law and a range of beliefs about abortion</p> <ul style="list-style-type: none"> <li>- State the laws on extremism and abortion</li> </ul>	<p>Radicalisation - Intro, the law, the facts</p>	<p>Radicalisation in Year 9 Unwanted</p>

			<ul style="list-style-type: none"> <li>List a range a different beliefs about abortion</li> </ul> <p><b>UNDERSTAND</b> what can be done to safeguard ourselves and others from sexually-related offences AND why opinions differ on abortion</p> <ul style="list-style-type: none"> <li>Explain how we can safeguard against radicalisation</li> <li>Analyse why opinions differ on abortion</li> </ul> <p><b>BE ABLE TO</b> confidently seek help if concerned about sexually-related offences AND make safe and informed decisions about abortion</p> <ul style="list-style-type: none"> <li>Seek help if you are concerned about grooming and radicalisation</li> <li>Reflect on your personal beliefs on abortion</li> </ul>	Radicalisation - Shamima Begum and Prevent Abortion - Intro, the law, stories Abortion - Pro-life vs Pro-choice	Pregnancy in Year 10 Religious views on abortion in Year 10
Apr-May (10)	Community & Citizenship (RS)	Helping others	<p><b>Global Issues 2:</b></p> <p><b>KNOW:</b></p> <ul style="list-style-type: none"> <li>Issues of social injustice around the world</li> <li>How gender plays a big part in inequality around the world and how religion responds to this.</li> <li>How poverty affects societies around the world and religious responses to it.</li> <li>The human effect on the environment and religious responses to this.</li> </ul> <p><b>UNDERSTAND:</b></p> <ul style="list-style-type: none"> <li>The issues of social injustice that many people live with around the world.</li> <li>The need for social change to help protect the environment and help others in the international community.</li> <li>The religious response to a variety of issues around the world.</li> </ul> <p><b>BE ABLE TO:</b></p> <ul style="list-style-type: none"> <li>Express an informed opinion on many different global issues.</li> <li>Reference the religious response to a range of issues around the world.</li> <li>Evaluate the religious responses to a range of global issues.</li> </ul> <p><b>Religion and Society:</b></p> <p><b>KNOW:</b></p> <ul style="list-style-type: none"> <li>The Christian influence on british society (Politics, Law, the court system).</li> <li>The religious influence on morality.</li> </ul>	<p>Issues of social injustice UN list of social issues globally. Gender issues globally. Religious stories which discuss gender equality. Religious controversy regarding gender. Religious responses to the environment. Religious responses to poverty.</p> <p>Religious influences on law and society.</p>	<p>Equality (sexism) in KS3 Helping others in KS3 Protecting the environment in KS3 Gender Identity in Year 8</p> <p>Moral character in KS3 Political awareness in</p>
		Protecting the environment			
		Building citizenship			

			<ul style="list-style-type: none"> <li>- How religious views have affected societies view on medical ethics (Sanctity of life, abortion, Euthanasia).</li> <li>- How religion has had an impact on education.</li> </ul> <p>UNDERSTAND:</p> <ul style="list-style-type: none"> <li>- How society is influenced by religion.</li> <li>- How historical religious influence affects large parts of society, from the law to the common view of medical ethics.</li> <li>- How even atheists may find that some of their commonly held views originate from religious belief.</li> </ul> <p>BE ABLE TO:</p> <ul style="list-style-type: none"> <li>- Write about how society is influenced by religion.</li> <li>- Express an opinion on an issue in society created by religious belief.</li> <li>- Evaluate the religious influence on society.</li> </ul>	<p>Ethical systems which use Religious views as their basis (Situation Ethics and Natural Law)</p> <p>Religious responses to issues in medical ethics (Abortion and Euthanasia).</p> <p>Religious responses to the religious influence on education.</p>	<p>Year 8 Cultural awareness in Year 7</p>
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