

Major theme	Minor theme	Learning Outcome	Content focus	PTC
Futures & Careers Sept - Oct (7)	What's out there?	<p>KNOW a range of possible career paths and employment options AND the requirements (skills and qualifications) for a range of careers</p> <ul style="list-style-type: none"> - List a range of different career paths and employment options - List the requirements for a range of careers <p>UNDERSTAND how motivation, skills and interests shape future career choices</p> <ul style="list-style-type: none"> - Explain what can shape your future career choice - Analyse which career you would be suited to <p>BE ABLE TO make informed decisions about what career path to pursue</p> <ul style="list-style-type: none"> - Choose a career path to pursue - Reflect on how you will start your career journey 	<p>My Career - Exploration of options using unifrog</p> <p>Career's encounters - What is it really like?</p> <p>Your career journey - What steps do I need to take?</p>	<p>Nature of success in Year 7</p> <p>Different career sectors from Year 7-11</p> <p>Introduction of post-18 career exploration in Year 12</p>
	Work Ready	<p>KNOW how to successfully acquire a post-18 option (CVs, cover letters, interviews, assessment centres)</p> <ul style="list-style-type: none"> - Describe how to successfully apply for a post-18 option - List how to be successful at interview and/or at an assessment centre <p>UNDERSTAND how different post-18 options can lead to different employment opportunities</p> <ul style="list-style-type: none"> - Explain the purpose of interviews and assessment centres - Analyse the post-18 options you could pursue for your chosen career <p>BE ABLE TO make informed decisions about what post-18 options to take AND confidently prepare for the job application process</p> <ul style="list-style-type: none"> - Assess post-18 options for your personal future - Complete a post-18 application process - Complete interview and assessment centre practice 	<p>Applications - complete UCAS/apprenticeship applications</p> <p>Interviews - University, Employment and Apprenticeships - how do we prepare? How do I stand out?</p> <p>Assessment Centres - Group tasks, tests and discussions - how do I prepare? How do I stand out?</p>	<p>Post-16 options in Year 10 and 11</p> <p>Post-18 Options in Year 12</p> <p>Interviews, CVs and cover letters in Year 10 and 11</p> <p>CVs and personal statements in Year 12</p>
British Values & Character Nov-Dec (5)	Equality	<p>KNOW the different forms of discrimination that exist in society</p> <ul style="list-style-type: none"> - Describe unconscious bias - Describe religious persecution <p>UNDERSTAND how and why unconscious bias exists AND the negative consequences of discrimination</p> <ul style="list-style-type: none"> - Explain unconscious bias with respect to religion - Analyse the consequences of religious discrimination 	<p>Unconscious bias - What unconscious bias do you have and what are the consequences?</p> <p>Has your unconscious bias changed since Year 12?</p>	<p>Discrimination in KS3</p> <p>Unconscious bias and class discrimination in Year 12</p>

		<p>BE ABLE TO question stereotypes and unconscious bias AND challenge discrimination</p> <ul style="list-style-type: none"> - Critically assess religious stereotypes - Challenge discrimination in your views and the views of others 	<p>Religious persecution - How do we stereotype religions in the UK? How is religious persecution taking place overseas?</p>	
	Democracy	<p>KNOW how democracy has/can shape society</p> <ul style="list-style-type: none"> - Describe UK democracy - Describe how democracy can create change in society <p>UNDERSTAND the challenges that prevent democracy, law and liberty from being successful AND how these values differ in different countries</p> <ul style="list-style-type: none"> - Explain the challenges that the UK democracy faces - Compare the UK democracy with democracy in other countries <p>BE ABLE TO critically assess the laws that govern society AND participate in a lawful, democratic society</p> <ul style="list-style-type: none"> - Critically assess whether the UK is a democratic country - Critically assess whether you trust others to be democratic 	<p>UK Democracy - Is the UK democratic? Voting systems & Political corruption How does our democracy compare with other countries? USA/Norway Voting - Do we trust people to place in an informed vote?</p>	<p>The basics of democracy in KS3</p> <p>Political awareness and freedom of speech in Year 12</p>
	Performance character	<p>NOW the meaning of performance character traits</p> <ul style="list-style-type: none"> - Define problem solving & confidence <p>UNDERSTAND that everyone has different performance character strengths and weaknesses AND how strong performance character can lead to academic, professional and social success</p> <ul style="list-style-type: none"> - Analyse why you have good/bad problem solving and confidence skills - Explain how problem solving and confidence can lead to success <p>BE ABLE TO use performance character to be successful in academic, social and professional endeavors AND challenge themselves in performance character building situations</p> <ul style="list-style-type: none"> - Demonstrate effective problem solving & confidence - Analyse the complex nature of problem solving & confidence 	<p>Problem solving - Individual challenges, Escape room Confidence - Speech - what am I passionate about?</p>	<p>Performance Character in KS3</p> <p>Leadership & teamwork in Year 12</p> <p>Work ready - Employability skills</p>
	Moral character	<p>KNOW the meaning of moral character traits</p> <ul style="list-style-type: none"> - Define self-awareness and gratitude <p>UNDERSTAND that everyone has different moral character strengths and weaknesses AND how strong moral character can lead to positive social, emotional and civic change</p> <ul style="list-style-type: none"> - Analyse why you have good/bad self-awareness and gratitude 	<p>Self-awareness - Who am I? Why am I the way I am? How will I change in the next phase of life? Gratitude - Why have</p>	<p>Moral character in KS3</p> <p>Empathy and compassion in Year 12</p>

		<p>skills</p> <ul style="list-style-type: none"> - Explain why self-awareness and gratitude are important to promote change <p>BE ABLE TO use moral character to create positive social, emotional and civic change AND challenge themselves in moral character building situations</p> <ul style="list-style-type: none"> - Demonstrate self-awareness and gratitude - Analyse the complex nature of self-awareness and gratitude 	<p>you had the opportunities that you have? Thank someone for their impact on your school career</p>	
<p>Community & Citizenship Jan - Feb (5)</p>	<p>Building citizenship</p>	<p>KNOW how to maintain financial security</p> <ul style="list-style-type: none"> - Define financial literacy - List ways to maintain financial security <p>UNDERSTAND how individuals get into financial difficulty</p> <ul style="list-style-type: none"> - Explain why some people find it difficult to maintain financial security - Analyse how you may get in financial difficulty when leaving school <p>BE ABLE TO make critical and informed financial decisions</p> <ul style="list-style-type: none"> - Make critical and informed financial decisions 	<p>Loans - Why might I need a loan and student finance? Budgeting - How will I manage my money - when I have a wage? When I am away from home? Banks/Saving - Where should I keep my money and why? What different accounts do I need?</p>	<p>Taxes and services in Year 8</p> <p>Financial security in Year 9</p>
	<p>Protecting the environment</p>	<p>KNOW the impact that humans are having on the environment AND actions that can be taken to protect the environment</p> <ul style="list-style-type: none"> - Describe the impact of materialism & travel on the environment - Describe how consumerism & travel can be adapted to have minimal impact on the environment <p>UNDERSTAND why a range of environmental issues exist AND the challenges that prevent people from protecting the environment</p> <ul style="list-style-type: none"> - Explain how consumerism & travel have evolved to negatively affect the environment - Analyse the challenges of adapting human consumerism & travel to protect the environment <p>BE ABLE TO critically discuss environmental issues AND act responsibly to minimise environmental impact</p> <ul style="list-style-type: none"> - Critically discuss whether we should continue to be materialistic/travel to excess - Reflect on how/whether to adapt what you consume and how 	<p>Consumerism - Are humans too materialistic? Can consumerism be stopped? How will you choose to shop when you live away from home? Travel - Is it unethical to travel? Is it hypocritical to be an environmental activist and travel?</p>	<p>Rubbish in Year 7 Diet in Year 12</p>

		you travel to minimize environmental impact		
	Helping others	<p>KNOW issues that people are facing both locally and globally AND the individual and collective benefits of helping others</p> <ul style="list-style-type: none"> - Describe the impact of the ageing population on the UK - Describe why we should help the ageing population <p>UNDERSTAND why a range of local and global issues exist AND the challenges that prevent people from helping others</p> <ul style="list-style-type: none"> - Explain the challenges that face the elderly - Analyse why more people don't support the elderly <p>BE ABLE TO help others by raising awareness, volunteering or performing charitable acts AND critically discuss how best to help others</p> <ul style="list-style-type: none"> - Discuss ways to help the elderly - Perform charitable acts to help the elderly 	Ageing population - What is the impact of the ageing population? Charity Project - Supporting the elderly - Care home visits, letters and performances	Poverty and the homeless in Year 12
Sex & Relationships Feb - Mar (5)	Platonic relationships	<p>KNOW the positive impact of platonic relationships AND how to manage platonic relationships</p> <ul style="list-style-type: none"> - Describe the positive impact of friendships - Describe how to make and manage new friendships <p>UNDERSTAND the complexity of relationship management AND why peer pressure exists</p> <ul style="list-style-type: none"> - Analyse the challenges you may face when making new friendships - Examine how peer pressure may impact new friendships <p>BE ABLE TO form and sustain positive platonic relationships AND challenge negative platonic relationships</p> <ul style="list-style-type: none"> - Be confident to form and sustain new friendships - Challenge negative friendships 	Making new friends - Why are friendships important in the next phase of life? How will it feel to live on your own? How will you make new friends in a new environment?	Peer pressure in Year 11 Cyberbullying in Year 10 Relationship management in Year 9 Banter vs Bullying in Year 12
	Intimate relationships	<p>KNOW the features of positive intimate relationships AND how pressure and control can impact intimate relationships</p> <ul style="list-style-type: none"> - Describe positive intimate relationships - Describe how pressure, control and abuse impacts intimate relationships <p>UNDERSTAND why people stay in negative intimate relationships AND the issues surrounding pressure, control and abuse</p> <ul style="list-style-type: none"> - Analyse why people stay in negative intimate relationships - Discuss why pressure, control and abuse exists in intimate relationships 	Positive intimate relationships - What do positive intimate relationships look like? How will you form positive intimate relationships in the next phase of life? Control & Abuse - Why does control and abuse	Consent/rape in Year 12 Coercive control in Year 11

		<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"> - Evaluate the positivity of intimate relationships - Critically assess if pressure and consent issues are affecting your intimate relationship 	<p>exist in intimate relationships? Why do people stay in negative intimate relationships?</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"> - List different types of contraception - Describe where you can get contraception - Describe how to use different types of contraception <p>UNDERSTAND the importance of contraception during sexual activity AND the issues surrounding unwanted pregnancy</p> <ul style="list-style-type: none"> - Explain why contraception is important in sexual activity - Analyse the issues that surround unwanted pregnancy <p>BE ABLE TO make informed decisions about when to have sex AND confidently source and use contraception</p> <ul style="list-style-type: none"> - Critically assess when to have sex - Confidently source and use contraception 	<p>Contraception - Recap types, Where can I get contraception when I am away from home? Contraception - Natural vs Chemical - is the pill worth the risk? Sexual Health - The consequences of poor sexual health</p>	<p>Contraception in Year 9 & 10</p> <p>Emotions in sex in Year 12</p>
	Related Issues	<p>KNOW the law on sexual-related offences such as exploitation</p> <ul style="list-style-type: none"> - Define criminal exploitation <p>UNDERSTAND the reasons that sexual-related offences exist AND what can be done to safeguard ourselves and others from sexually-related offences</p> <ul style="list-style-type: none"> - Explain why criminal exploitation exists - Assess what can be done to safeguard yourself and others from criminal exploitation <p>BE ABLE TO confidently seek help if concerned about sexually-related offences AND empathise with the victims of sexually-related offences</p> <ul style="list-style-type: none"> - Empathise with victims of criminal exploitation - Seek help if concerned about criminal exploitation 	<p>Criminal exploitation - how are young people coerced into committing crimes? What is the relationship between criminal exploitation and gangs? County lines</p>	<p>Gangs in Year 9</p> <p>Sexual exploitation in Year 10</p>
Health & Wellbeing Apr - May (5)	Physical Health	<p>KNOW The importance of diet AND how to self-screen and access health services</p> <ul style="list-style-type: none"> - Describe a balanced diet - Describe how to self-screen - List a range of health services 	<p>Diet - How will you maintain a balanced diet in the next phase of your life? Is fast food cheaper? Is quality</p>	<p>Diet in Year 8</p> <p>Self-screening and health services in Year 11</p>

		<p>UNDERSTAND the challenges of maintaining a balanced diet AND the reasons that some may avoid accessing health services</p> <ul style="list-style-type: none"> - Analyse why it is challenging to maintain a balanced diet - Assess why some may avoid using health services <p>BE ABLE TO make informed choices about diet AND self-screen and use health services with confidence</p> <ul style="list-style-type: none"> - Critically assess how you will maintain a balanced diet - Perform self-screening routines - Use health services with confidence 	<p>food worth it? What common mistakes do young people make? Self-screening - How should we self-screen? Why should we self-screen? Where can you access health services?</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"> - Describe how emotions can impact mental health - List strategies to maintain good mental health <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"> - Explain the importance of maintaining positive self-esteem - Analyse what circumstances may lead to negative mental health <p>BE ABLE TO speak confidently about their emotions AND balance commitments to maintain positive mental health</p> <ul style="list-style-type: none"> - Speak confidently about your emotions - Balance commitments to maintain positive mental health 	<p>Emotions - Why don't we talk about our emotions? What emotions are we likely to feel leaving school/home? What impact do our emotions have on mental health? Stress management - What strategies can we use to maintain positive mental health? How can we balance our commitments?</p>	<p>Mental illness in Year 12 Self care and stress management in Year 11</p>
	Risk Behaviours	<p>KNOW the risks associated with alcohol AND how to stay safe on the internet</p> <ul style="list-style-type: none"> - List the risks associated with alcohol - Describe how to stay away from scams online <p>UNDERSTAND the relationship between risk behaviours, self-concept and peer pressure AND the circumstances when certain risk behaviours may become unsafe</p> <ul style="list-style-type: none"> - Explain the relationship between alcohol, self-concept and peer pressure - Analyse the circumstances that alcohol/being online may become unsafe <p>BE ABLE TO think critically about why others may participate in risk behaviours AND make informed and safe decisions when undertaking risk behaviours</p>	<p>Alcohol - Why do young British people drink to excess? Is alcohol needed to make friends? How can you stay safe when drinking away from home? Online scams - Why are online scams on the rise? What is the warning signs of an online scam?</p>	<p>Alcohol in Year 7 & 10 Drugs in Year 12 Online safety in Year 7 and online relationships in Year 9</p>

		<ul style="list-style-type: none">- Critically assess why people choose to drink alcohol excessively- Make informed and safe decisions when drinking alcohol and using the internet		
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