

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"> - Describe key health checks that need to be undertaken throughout life - Describe the purpose of vaccinations - List health services <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"> - Explain way health checks and vaccinations are important - Analyse why some people fear accessing health services <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"> - Critically assess differing opinions on health - Use health services with confidence 	<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 & 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"> - Describe the impact of different emotions on mental health - List strategies to maintain positive 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 why self-esteem is important to maintain positive mental health - Explain what circumstances may lead to poor 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 - Organise your time to balance a range of commitments 	<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"> - List the risks associated with smoking/vaping - State the law on knife crime <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 & alcohol in Year 10</p>

			<p>in crime</p> <ul style="list-style-type: none"> - Explain how self-concept and peer pressure influences smoking/vaping - Analyse why young people becoming involved in knife crime <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"> - Critically assess whether vaping is safe - Seek help if you have concerns about smoking/vaping and knife crime 	<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)	Equality	<p>Alternate Religions and Cults</p> <p>KNOW the difference between a religion and a cult and be able to understand the common characteristics of cults and cult leaders.</p> <ul style="list-style-type: none"> - the characteristics of a Cult leader and what makes a good leader. - what makes a person vulnerable to becoming the victim of a cult or cult-like thinking. <p>UNDERSTAND how to identify the difference between a religion and a cult.</p> <ul style="list-style-type: none"> - How cult leaders are able to attract their following. - How to safeguard against the dangers of cults. - How to guide your PEERs away from Cult and Conspiracy type thinking. <p>BE ABLE TO identify the difference between a religion and a cult.</p> <ul style="list-style-type: none"> - Safeguard against cults and the tactics which cults use to attract followers. - Help guide their peers away from cult and conspiracy type thinking. <p>Life After Death</p> <p>KNOW how NDEs are seen by some people as evidence of Life after death.</p> <ul style="list-style-type: none"> - Various beliefs about the soul. - How and why some people believe in Ghosts. 	<p>Religions Vs Cults</p> <p>Qualities of Religious and Cult leaders.</p> <p>What makes someone vulnerable to joining a cult and way to guard against this.</p> <p>Scientology.</p> <p>Conspiracy theories and the Illuminati.</p> <p>Beliefs about Life after death.</p> <p>Scholarly views on the soul.</p> <p>Varied</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> <p>Inspirational religious leaders in Year 10.</p>
		Democracy			
		Performance Character			
		Moral Character			

			<ul style="list-style-type: none"> - How and why some people believe in reincarnation and remembered lives. - How to navigate varied beliefs about LAD and evaluate them. <p>UNDERSTAND how to evaluate various beliefs about life after death.</p> <ul style="list-style-type: none"> - Their own views about whether humans have a soul. - Their own views about whether NDEs are proof of life after death. - Their own views on whether Ghosts exist and what they mean about death. <p>Their own views on reincarnation and remembered lives.</p> <p>BE ABLE TO critically evaluate varied beliefs about the afterlife and use these to create their own justified opinion.</p> <ul style="list-style-type: none"> - Understand why people may hold beliefs that are different to their own. 	<p>understandings of Near Death Experiences. Beliefs about reincarnation and remembered lives. Beliefs about Ghosts and how these link to life after death.</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"> - List different careers in the business sector - Describe the roles and responsibilities involved in a range of business based careers <p>UNDERSTAND how stereotypes and expectations may limit aspiration AND why different careers are required within our society</p> <ul style="list-style-type: none"> - Explain how stereotypes limited aspiration in business careers - Explain why business careers are important in our society <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"> - Analyse the pros and cons of a career in the business sector - Reflect on whether you would like to pursue a career in the business sector - Challenge stereotypes that prevent some pursuing business careers 	<p>Careers in business - Intro, careers carousel, what will change in the future? Careers in business - What is it really like?</p>	<p>Services in Year 7 Creative careers in Year 8 STEM in Year 9 Caring careers in Year 10</p> <p>Nature of success in Year 7 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"> - List post-16 options - Describe how interviews help you acquire a job 	<p>Post-16 options - Intro and subjects linked to careers</p>	<p>Interviews ELD Employment</p>

			<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"> - Explain how different post-16 subjects/qualifications can lead to different employment options - Critically assess stereotypes that exist about different post-16 options - Critically assess the purpose of interviews in the job application process <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"> - Assess post-16 options for your personal future - Complete interview practice 	<p>Post-16 options - The myths, sixth form, college and apprenticeships Interviews - Intro, key skills, practice</p>	<p>skills in KS3 Performance character in KS3 Post-14 options in Year 9 CVs in Year 9 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"> - Describe how peer pressure impacts online platonic relationships <p>UNDERSTAND why peer pressure exists AND how platonic relationships can become negative or unsafe</p> <ul style="list-style-type: none"> - Analyse why peer pressure exists in online platonic relationships - Explain how online platonic relationships can become negative <p>BE ABLE TO challenge negative platonic relationships AND confidently seek help when in a negative platonic relationship</p> <ul style="list-style-type: none"> - Challenge negative online platonic relationships - Seek help if concerned about negative online platonic relationships 	<p>Peer pressure in PR - Intro, link to risk behaviours Online NPR - University 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 Cyberbullying in 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"> - Describe how coercive control impacts intimate relationships - State the laws on coercive control and domestic abuse <p>UNDERSTAND why people stay in negative intimate relations AND the issues surrounding control and abuse</p> <ul style="list-style-type: none"> - Analyse why some stay in intimate relationships involving coercive control 	<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>

			<ul style="list-style-type: none"> - Explain why coercive control and domestic abuse exist <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"> - Critically assess if coercive control is affecting your intimate relationship - Seek help if you experience coercive control in an intimate relationship 		
		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"> - Name different types of contraception - Describe where to find contraception and how to maintain sexual health <p>UNDERSTAND the importance of contraception during sexual activity</p> <ul style="list-style-type: none"> - Explain the importance of contraception during sexual activity - Explain the risks of unprotected sexual on health <p>BE ABLE TO confidently source and use contraception</p> <ul style="list-style-type: none"> - Confidently source and use contraception when required - Analyse the inequity in contraception 	Contraception - Intro, types, risks, where to get it Contraception - gender imbalance - pill for men?	Contraception /STIs in Year 9 Pregnancy /having children in Year 10
		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"> - State the laws on extremism and abortion - List a range a different beliefs about abortion <p>UNDERSTAND 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"> - Explain how we can safeguard against radicalisation - Analyse why opinions differ on abortion <p>BE ABLE TO confidently seek help if concerned about sexually-related offences AND make safe and informed decisions about abortion</p> <ul style="list-style-type: none"> - Seek help if you are concerned about grooming and radicalisation - Reflect on your personal beliefs on abortion 	Radicalisation - Intro, the law, the facts Radicalisation - Shamima Begum and Prevent Abortion - Intro, the law, stories Abortion - Pro-life vs Pro-choice	Radicalisation in Year 9 Unwanted Pregnancy in Year 10 Religious views on abortion in Year 10
Apr-May (10)	Community & Citizenship	Helping others	<p>Ethics</p> <p>KNOW a range of moral dilemmas and their own personal responses</p>	Various applied ethical dilemmas.	Moral character in KS3

	(RS)	Protecting the environment <hr/> Building citizenship	<p>to these.</p> <ul style="list-style-type: none"> - How Humanist ethics suggests they should act. - How Buddhist ethics suggests they should act. - How Utilitarianism suggests they should act. - What cultural relativism is and how it informs postmodern ethics. - What egoism is and how it may contribute to modern ethics. <p>UNDERSTAND how to use various ethical theories to address complex moral problems.</p> <ul style="list-style-type: none"> - How humanists approach ethical issues. - How Buddhists approach ethical issues. - How Utilitarianism approaches ethical issues. - How Cultural Relativism informs ethics. - How egoism informs ethics. <p>BE ABLE TO approach moral dilemmas and ethical issues with some skills to navigate the problem and make justified decisions.</p> <ul style="list-style-type: none"> - Critically evaluate various ethical views to inform their own moral decisions making and encourage them to help others and improve society. - Understand how other people make decisions and why these may be different to their own but not 'necessarily' wrong. 	Humanist ethical views. Buddhist ethical views. Utilitarian ethical views. Cultural Relativism and egoism.	Political awareness in Year 8 Cultural awareness in Year 7 Religion and Society in Year 10. Inspirational religious leaders in Year 10. Global Issues in Year 10.
--	------	--	---	---	---