

Personal Development: Curriculum OVERVIEW Model 2022-23

	Health and wellbeing I	Relationships I	Living in the wider world I	Health and wellbeing II	Relationships II	Living in the wider world II
Year 7	<p>1.Managing transition and change: establish and managing relationships including, resilience, work relationships and peer pressure.</p> <p>2.Safety: Personal safety in and outside school, including road awareness.</p>	<p>1.Building healthy relationships: Building and managing different types of relationships including friendships and romance (including online) and relationship boundaries, consent, conflict resolution, and relationship changes.</p> <p>2.Health and puberty: Puberty, changing adolescent bodies and the implications for emotional and physical health.</p>	<p>1.British values**: what it means to be British and migration to Britain.</p> <p>2.Diversity and life in modern Britain. Fundamental British values, tolerance, stigma and identity.</p>	<p>1.Healthy eating and lifestyle: Diet, exercise, lifestyle balance, healthy choices.</p> <p>2.Vaping and e-cigarettes - how these differ from cigarettes, what the dangers are and what the law says.</p>	<p>1. Healthy relationships and sex education*: Considering what sex is and why people choose/choose not to engage in sexual activity. Exploring the impact of and laws surrounding sending nudes and pornography.</p> <p>2. Identity and relationships**: Gender identity, sexual orientation, stigma, LGBTQ+phobia.</p>	<p>1. Equality and diversity** in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia. The equality Act 2010.</p> <p>2. Learning about the world of work: Equality of opportunity in careers and life choices, and different types and patterns of work.</p>
Year 8	<p>1.Emotional wellbeing: Mental health and emotional wellbeing, disorders and awareness.</p> <p>2. Mental health: including coping strategies and dealing with stigma</p>	<p>1. Pressure*: what it is and how to reject pressure in all its forms, including online. Negative and positive pressure.</p> <p>2. Bullying*: Diversity, prejudice, and discrimination in all its forms, including: racism, disability, discrimination, sexism, LGBTQ+phobia. Bystanders and intervention.</p>	<p>1. Employability, values and Careers: employability skills, assessing strengths and weakness and planning for the world of work</p> <p>2.Preparing for life in Modern Britain** – democracy and democratic consent, including referendums and other current political issues</p>	<p>1.Alcohol: Alcohol misuse and pressures relating to alcohol use.</p> <p>2.First aid: Basic first aid, life-saving skills, including how to administer CPR.</p>	<p>1.Intimate relationships and sex: Relationships and sex education¹ Considering what sex is and why people choose/choose not to engage in sexual activity. Consent and the law. Being ready.</p> <p>2. Power in relationships*: understanding, acknowledging and responding to power and privilege.</p>	<p>1.My digital footprint: managing my online presence and activity, including use of images, websites, social media and identity theft.</p> <p>2.Implications of my online activity: positive and negative, including implications for careers, health, and relationships, online safety, digital literacy, media reliability.</p>
Year 9	<p>1.Emotional wellbeing: Mental health and emotional wellbeing and developing resilience</p> <p>2.Drugs: drug misuse, the law and pressures relating to drug use</p>	<p>1. Consent and communication: Consent and the law. Different types of communication in different contexts.</p> <p>2.Healthy sexual relationships: Relationships and sex education^{III} expectations, consent, the law, myths, pleasure, and challenges. Contraception.</p>	<p>1.The rule of law and Justice**: the UK justice system, justice institutions and punishments.</p> <p>2. Human Rights: history of human rights and the UDHR.</p>	<p>1.Mental health: Mental health, disordered eating, the dangers of obesity and managing a healthy lifestyle.</p> <p>2. Self harm and managing lifestyles: developing coping strategies for stressful situations and habits to aid learning.</p>	<p>1.Being safe in relationships: healthy relationships, consent and exploitation including abuse, grooming, harassment, forced marriage and FGM.</p> <p>2.Representations and stereotyping**: Stereotypes of social groups in the media, including pornography, including, abilities, ages, classes, genders and sexual orientations.</p>	<p>1.Exploring pathways: Learning strengths, career options and goal setting as part of the GCSE options process.</p> <p>2.Managing Money: financial decision making, including savings, borrowing.</p>

Year 10	<p>1. Emotional wellbeing: Mental health and emotional wellbeing, focusing on managing tough times and dealing with change</p> <p>2. Body image: media manipulation, appearance ideals and coping strategies</p>	<p>1. Relationship boundaries and conflict resolution: Relationships, expectations, myths, pleasure and challenges, conflict resolution</p> <p>2. The impact of pornography on relationships**: pornography and its impact, consent, introduction to contraception and the law.</p>	<p>1. The world of work: readiness for work, including interview technique, payslips, savings, pensions and student loans.</p> <p>2. The world of work II: Preparation for work experience including CV writing.</p>	<p>1. Stress: How to cope with the effects of stress, including strategies and where to go for help.</p> <p>2. Knife free: knife crime, including the law and implications of carrying a knife and knife related violence.</p>	<p>1. Sexual health: Relationships and sex education including consent, contraception, and the risks of STIs.</p> <p>2. Fertility, pregnancy and birth: Relationships and sex education including (in)fertility, (un)planned pregnancy and birth.</p>	<p>1. Post 16/18 options: Application processes, and skills for further education, employment, and career progression</p> <p>2. Post 16/18 options: comparing further and higher education and apprenticeships.</p>
Year 11	<p>1. Stress management: developing an awareness of strategies to reduce stress and revision techniques</p> <p>2. Coping with exam stress and making the most of future opportunities</p>	<p>1. Commitment in relationships: Personal values, assertive communication (including in relation to contraception and sexual health), marriage, civil partnership and co-habiting.</p> <p>2. Unhealthy relationships and managing conflict*: abuse, and harassment, managing conflict and resilience.</p>	<p>1. Democracy in Britain**: How democracy works and democratic values.</p> <p>2. Democracy in Britain**: How do British citizens participate in democracy?</p>	<p>1. Post 16 Pathways and choices: research and evaluate 'next steps' and future choices in employment, education and training.</p>	<p>1. Work values: the importance of values, aligning values to actions and improving wellbeing, relationships and career prospects</p> <p>2. Online presence: creating a positive online presence ready for employment and future lives.</p>	
Year 12	<p>1. First Aid and CPR: personal safety in a wide range of contexts, including basic first aid and CPR</p> <p>2. Managing different types of risk: Understanding and assessing different risks, including online, alcohol and drugs.</p>	<p>1. Respect: healthy and unhealthy relationship behaviours, equality in relationships, consent, exploitation, coercion, including sending (semi-)nudes.</p>	<p>2. Employability -Preparing for work: identify strengths and weaknesses, skills needed for success in employment and CV/job application preparation.</p> <p>2. Work experience preparation: sourcing a meaningful placement by researching and contacting employers.</p>	<p>1. Mental health and emotional wellbeing: maintaining positive mental health, work/life balance, recognising mental health issues and strategies to promote good mental health.</p>	<p>1. Post 18 Pathways and choices: research and evaluate 'next steps' and future choices in employment.</p> <p>2. Financial decisions and employment: understanding payslips and taxation.</p>	<p>1. Managing behaviour in different types of relationships: considering how to manage different types of relationship encountered as a young adult, including at school and in the workplace.</p> <p>2. Being ready and dealing with pressure in different scenarios: becoming sexually active, understanding and respecting consent, managing risks including alcohol and smoking/vaping.</p>
Year 13	<p>1. Being aware of my physical health: monitoring personal health, including physical health and diet as well as breast and testicular examination, cervical screening, and sexual health.</p> <p>2. Managing risks away from home: preparing for and understanding different types of risks which may be encountered as a young adult.</p>	<p>1. Sexual Health: implications of pregnancy, as well as birth and parenthood and accessing effective contraception.</p> <p>2. Managing relationship changes: dealing with relationship breakdowns and divorce. Rights within relationships e.g. cohabiting, civil partnership/marriage, divorce and in relation to children.</p>	<p>1. Employability and preparing for mock interviews. Preparing for work: identify strengths and weaknesses, skills needed for success in employment and CV/job application preparation.</p> <p>2. Post 18 Pathways and choices: research and evaluate 'next steps' and future choices in employment.</p>	<p>1. Finance and budgeting, learn how to make financial decisions including borrowing and managing debt.</p> <p>2. Financial responsibilities away from home: preparing for moving out including; renting and buying, borrowing, loans and mortgages.</p>		

*Sexual harassment and abuse covered as part of the wider strategy of preventing sexual harassment in school

YEAR 7 MEDIUM TERM PLAN

Strand	Topic	In this unit of work, students learn...	Quality Assured resources to support delivery
Health and wellbeing	1.Managing transition and change: establish and managing relationships including, resilience and peer pressure. 2.Safety: Personal safety in and outside school, including road awareness.	<ul style="list-style-type: none"> ➤ how to identify, express and manage their emotions in a constructive way ➤ how to establish and manage friendships and deal with peer pressure ➤ how to identify personal strengths and areas for development ➤ personal safety strategies and travel safety, e.g. road, rail and water 	
Relationships	1. Building respectful relationships: friendships and romance (including online) and relationship boundaries, consent, conflict resolution, and relationship changes. 2.Health and puberty: Puberty , changing adolescent bodies and the implications for emotional and physical health.	<ul style="list-style-type: none"> ➤ How to identify the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes platonic and romantic relationships. ➤ Consent in all relationships, including platonic and romantic relationships. How to give, spot and withdraw consent and responsibilities around this ➤ Physical and emotional changes during puberty, the impact these might have and strategies to cope with them 	Sex and relationships education (RSE) with DO... (dosreforschools.com)
Living in the wider world	1.British values: what it means to be British and how Britain how Britain's identity has been formed. 2. Diversity in modern Britain. Fundamental British values, tolerance, stigma and identity .	<ul style="list-style-type: none"> ➤ About Britain's heritage: looking at cultural influences that have shaped Britain's heritage. ➤ Considering an example of migration and identifying push and pull factors. ➤ Identifying the British Fundamental Values ➤ about tolerance and how to treat other people ➤ about living in a diverse society ➤ Reflecting on individual and group identities ➤ Identifying reasons for and considering harmful effects of stigmatising 	Home / Our Migration Story Young Citizens
Health and wellbeing	1. Healthy eating and lifestyle : Diet, exercise, lifestyle balance, healthy choices. 2. Vaping and e-cigarettes - how these differ from cigarettes, what the dangers are and what the law says.	<ul style="list-style-type: none"> ➤ about healthy eating and what constitutes a healthy diet ➤ about the relationship between physical and mental health ➤ how to make informed healthy eating choices ➤ how to manage influences on body image ➤ to take increased responsibility for physical health ➤ the facts about the harms from vaping, the law surrounding it, and how to access support. 	
Relationships	1. Healthy relationships and sex education* : Considering what sex is and why people choose/choose not to engage in sexual activity. Exploring the impact of and laws surrounding sending nudes and pornography. 2. Identity and relationships: Gender identity, stigma , LGBTQ+phobia, sexual orientation and consent	<ul style="list-style-type: none"> ➤ Considering a definition of sex and that it is different for all individuals, including that not all people want to or do have sexual interactions or relationships (for example asexuality or abstinence) ➤ Consent in all relationships, including platonic and romantic relationships. How to give, spot and withdraw consent and responsibilities around this ➤ The law surrounding and the impacts of sex, pornography and sending nudes ➤ Considering and understanding different gender identities and sexual orientations, the language used and how to be respectful and accepting of gender diversity ➤ Consideration of stigma and LGBTQ+phobia 	

Living in the wider World	<p>1. Community and careers: Equality of opportunity in careers and life choices, and different types and patterns of work.</p> <p>2. Equality and diversity in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<ul style="list-style-type: none"> ➤ about equality of opportunity in life and work ➤ how to challenge stereotypes and discrimination in relation to work and pay ➤ there are different types of employment, such as employment, self-employment and voluntary work ➤ how to set aspirational goals for future careers and challenge expectations that limit choices ➤ the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal ➤ how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) 	<p>Equality Act 2010 - discrimination and your rights - Citizens Advice</p> <p>Sign in to Careersoft products</p>
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YEAR 8 MEDIUM TERM PLAN

Strand	Topic	In this unit of work, students learn...	Quality Assured resources to support delivery
Health and wellbeing	<p>1. Emotional wellbeing: Mental health and emotional wellbeing, disorders and awareness.</p> <p>2. Mental health: including coping strategies and dealing with stigma</p>	<ul style="list-style-type: none"> ➤ About what poor mental health looks like ➤ An awareness on how to improve mental health ➤ The representation of mental health in the media ➤ Stigma and discrimination surrounding mental health 	
Relationships	<p>1. Pressure: what it is and how to reject pressure in all its forms, including online. Negative and positive pressure.</p> <p>2. Bullying: Diversity, prejudice, and discrimination in all its forms, including: racism, disability, discrimination, sexism, LGBTQ+phobia. Bystanders and intervention.</p>	<ul style="list-style-type: none"> ➤ Different types and sources of pressure, including from others, oneself, the media. ➤ Consideration of the difference between negative pressures and positive encouragement (for example being encouraged to do well at school) ➤ The characteristics of healthy relationships and signs of all types of bullying, including online. How to respond to bullying and support others. ➤ Identity, rights and responsibilities of living in a diverse society and how to challenge prejudice, stereotypes and discrimination 	
Living in the wider world	<p>1. Employability, values and Careers: employability skills, assessing strengths and weakness and planning for the world of work</p> <p>2. Preparing for life in Modern Britain – democracy and democratic consent, including referendums and other current political issues.</p>	<ul style="list-style-type: none"> ➤ the skills for enterprise and employability, including problem-solving, communication, teamwork, leadership ➤ about a broad range of careers and the abilities and qualities required for different careers ➤ to identify strengths and weaknesses and future career aspirations ➤ about Labour Market information (LMI) and why it is useful when researching careers ➤ Identifying elements of the UK parliamentary system ➤ Reflecting on the political climate of the UK ➤ About the history of the UK's involvement in the UK ➤ Considering the consent that led to Britain's withdrawal from the EU ➤ Identifying arguments for and against Brexit ➤ Reflecting on individual thoughts based on the political debate on Brexit 	<p>Sign in to Careersoft products</p> <p>Young Citizens</p>
Health and wellbeing	<p>1. Alcohol: Alcohol misuse and pressures relating to alcohol use.</p> <p>2. First aid: Basic first aid, life-saving skills, including how to administer CPR.</p>	<ul style="list-style-type: none"> ➤ the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. ➤ the physical and psychological consequences of addiction, including alcohol dependency ➤ basic treatment for common injuries ➤ life-saving skills, including how to administer CPR ➤ the purpose of defibrillators and when one might be needed. 	<p>The British Red Cross Worldwide Humanitarian Charity</p> <p>Learn how to do CPR British Heart</p>

			Foundation (bhf.org.uk)
Relationships	<p>1.Intimate relationships: Relationships and sex educationⁱⁱ. Considering what sex is and why people choose/choose not to engage in sexual activity. Consent and the law. Being ready.</p> <p>2. Power in relationships: understanding, acknowledging and responding to power and privilege.</p>	<ul style="list-style-type: none"> ➤ Considering a definition of sex and that it is different for all individuals, including that not all people want to or do have sexual interactions or relationships (for example asexuality or abstinence) ➤ Consent in all relationships, including platonic and romantic relationships. How to give, spot and withdraw consent and responsibilities around this ➤ Sex and consent in the law, including statistics about sexual activity and pressures that people might face ➤ Gender differences in sex ➤ Introduction to contraception ➤ Definitions and examples of power and privilege in all relationships including reflection on how power and privilege can be used positively ➤ Consideration of those who have less power or privilege, limits that these people might face, how to spot this and how to respond to it. 	Sex and relationships education (RSE) with DO... (dosreforschools.com)
Living in the wider World	<p>1.My digital footprint: managing my online presence and activity, including use of images, websites, social media and identity fraud.</p> <p>2.Implications of my online activity: positive and negative, including implications for careers, health, and relationships, online safety, digital literacy, media reliability.</p>	<ul style="list-style-type: none"> ➤ how to use social networking sites safely ➤ how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation ➤ how to critically assess different media sources and recognise bias ➤ how to distinguish between content which is publicly and privately shared ➤ about age restrictions when accessing different forms of media and how to make responsible decisions ➤ how to protect financial security online ➤ About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online ➤ Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ➤ What to do and where to get support to report material or manage issues online ➤ That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail 	Fraud Prevention Identity Fraud Protective Registration Cifas www.thinkuknow.co.uk Talking heads - Childnet

YEAR 9 MEDIUM TERM PLAN

Strand	Topic	In this unit of work, students learn...	Quality Assured resources to support delivery
Health and wellbeing	1. Emotional wellbeing: Mental health and emotional wellbeing and developing resilience 2. Drugs: drug misuse, the law and pressures relating to drug use	<ul style="list-style-type: none"> ➤ about attitudes towards mental health ➤ about daily wellbeing ➤ how to manage emotions ➤ how to develop resilience ➤ about healthy coping strategies ➤ the law relating to the supply and possession of illegal substances. ➤ An awareness of the dangers of drugs 	
Relationships	1. Consent and communication: Consent and the law. Different types of communication in different contexts. 2. Healthy sexual relationships: Relationships and sex education expectations, consent, the law, myths, pleasure, and challenges. Contraception.	<ul style="list-style-type: none"> ➤ Consent in all relationships, including platonic and romantic relationships. How to give, spot and withdraw consent and responsibilities around this ➤ Consideration of different types of communication in different contexts, including the advantages and disadvantages of these. ➤ Sex and consent in the law, being ready ➤ Gender differences in sex and contraception ➤ Pleasure (that sexual interactions should not be painful, risky or uncomfortable) 	Sex and relationships education (RSE) with DO... (dosreforschools.com)
Living in the wider world	1. The rule of law and Justice: the UK justice system, justice institutions and punishments. 2. Human Rights: history of human rights and the UDHR.	<ul style="list-style-type: none"> ➤ Identifying reasons crime is committed ➤ Identifying the different sections of the UK justice system ➤ Assessing different forms of punishment ➤ Making links to fundamental British Value of Rule of Law ➤ About the history of human rights ➤ About the creation of the universal declaration of Human rights ➤ Identifying features of the UDHR and the UK Human Rights Act ➤ About the organisations that help uphold human rights 	Resources Amnesty International UK Human Rights United Nations
Health and wellbeing	1. Mental health: Mental health, disordered eating, the dangers of obesity and managing a healthy lifestyle. 2. Self harm and managing lifestyles: developing coping strategies for stressful situations and habits to aid learning.	<ul style="list-style-type: none"> ➤ About eating disorders and healthy eating. ➤ How to maintain a healthy lifestyle ➤ About unhealthy coping strategies e.g. self-harm and eating disorders ➤ How to cope with stressful situations ➤ How to develop good habits for learning 	

Relationships	<p>1. Being safe in relationships: healthy relationships, consent and exploitation including abuse, grooming, harassment, forced marriage and FGM.</p> <p>2. Representations and stereotyping: Stereotypes of social groups in the media including, abilities, ages, genders and sexual orientations.</p>	<ul style="list-style-type: none"> ➤ How to identify the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes platonic and romantic relationships. ➤ Consent in all relationships, including platonic and romantic relationships. How to give, spot and withdraw consent and responsibilities around this ➤ That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ➤ 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 relationship ➤ How to determine whether other children, adults or sources of information are trustworthy: judge when a relationship is unsafe (and to recognise this in others' relationships). How to seek help or advice, including reporting concerns about others, if needed ➤ Consideration of stereotypes surrounding social groups including different genders, races, abilities, ages, genders and sexual orientations, the impact of such stereotypes and how to respond to them. 	
Living in the wider World	<p>1. Exploring pathways: Learning strengths, career options and goal setting as part of the GCSE options process.</p> <p>2. Managing Money: financial decision making, including savings, borrowing.</p>	<ul style="list-style-type: none"> ➤ about different types of employment and career pathways ➤ how to manage feelings relating to future employment ➤ how to work towards aspirations and set meaningful, realistic goals for the future ➤ about GCSE and post-16 options ➤ how to make safe financial choices ➤ about ethical and unethical business practices and consumerism ➤ about saving, spending and budgeting ➤ how to manage risk-taking behaviour 	<p>Teachers Hub - Young Enterprise & Young Money (young-enterprise.org.uk)</p>

YEAR 10 MEDIUM PLAN

Strand	Topic	In this unit of work, students learn...	Quality Assured resources to support delivery
Health and wellbeing	1. Emotional wellbeing: Mental health and emotional wellbeing, focusing on managing tough times and dealing with change 2. Body image: media manipulation, appearance ideals and coping strategies	<ul style="list-style-type: none"> ➤ how to manage emotions especially during tough times ➤ Developing strategies for dealing with change ➤ how the media (including online) manipulates images ➤ there are different ideal standards 	Teacher resources – Dove Self-Esteem Project
Relationships	<p>1. Relationship boundaries and conflict resolution: Relationships, expectations, myths, pleasure and challenges, conflict resolution</p> <p>2. The impact of pornography on relationships**: pornography and its impact, consent, introduction to contraception and the law.</p>	<ul style="list-style-type: none"> ➤ Consider expectations and myths surrounding sex, including frequency, pregnancy and gender differences in sex and contraception ➤ Pleasure (that sexual interactions should not be painful, risky or uncomfortable) ➤ Consent in the law ➤ How to spot and respond to pressure and conflict in relationships ➤ Definitions of pornography and the law, including the sending of (semi-)nude images and the law surrounding these ➤ The impact of pornography including gender differences in pornography, consent and contraception ➤ Myths in pornography 	Sex and relationships education (RSE) with DO... (dosrefschools.com) www.thinkuknow.co.uk
Living in the wider world	<p>1. The world of work: readiness for work, including interview technique, payslips, savings, pensions and student loans.</p> <p>2. The world of work II: Preparation for work experience including CV writing.</p>	<ul style="list-style-type: none"> ➤ how to evaluate strengths and interests in relation to career development and CV building ➤ how to give and act upon constructive feedback via mock interviews ➤ about how to use feedback constructively when planning for the future ➤ opportunities in learning and work ➤ strategies for overcoming challenges or adversity ➤ about responsibilities in the workplace ➤ how to manage practical problems and health and safety ➤ how to evaluate and build on the learning from work experience 	Home (thecdi.net) Good Career Guidance Education Gatsby
Health and wellbeing	<p>1. Stress: How to cope with the effects of stress, including strategies and where to go for help.</p> <p>2. Knife free: knife crime, including the law and implications of carrying a knife and knife related violence.</p>	<ul style="list-style-type: none"> ➤ How to cope with the effects of stress ➤ About coping strategies that may help ➤ Understanding the law surrounding knife crime and possession 	
	1. Sexual health: Relationships and sex education including consent , contraception, and the risks of STIs.	<ul style="list-style-type: none"> ➤ Consideration that sex is different for all individuals, including that not all people want to or do have sexual interactions or relationships (for example asexuality or abstinence) 	Sex and relationships education (RSE) with

Relationships	<p>2. Fertility, pregnancy and birth: Relationships and sex education including (in)fertility, (un)planned pregnancy and birth.</p>	<ul style="list-style-type: none"> ➤ Consent in all relationships, including platonic and romantic relationships. How to give, spot and withdraw consent and responsibilities around this. Consent in the law ➤ Safe sex including consideration of different types of contraceptives, efficacy and gender differences in contraception ➤ The risks of different STIs, symptoms, how they are caught and how to get help ➤ Definitions of fertility and infertility, causes and strategies to avoid or cope with issues of fertility ➤ The LGBTQ+ experience of fertility, pregnancy and parenting, options and where to get help ➤ The implications of (un)planned pregnancies, how to avoid unplanned pregnancy, options and where to get help ➤ Birth 	<p>DO... (dosreforschools.com)</p>
Living in the wider World	<p>1. Post 16/18 options: Application processes, and skills for further education, employment, and career progression</p> <p>2. Post 16/18 options: comparing further and higher education and apprenticeships.</p>	<ul style="list-style-type: none"> ➤ Understanding the Post 16 applications process – MyChoice16 ➤ Considering Post 16 plans and next steps ➤ Writing a personal statement for applications ➤ how to set and achieve SMART targets 	<p>Home (theecd.net)</p> <p>Take your place (neaco.ac.uk)</p> <p>Good Career Guidance Education Gatsby</p>

Strand	Topic	In this unit of work, students learn...	Quality Assured resources to support delivery
Health and wellbeing	<p>1.Stress management: developing an awareness of strategies to reduce stress and revision techniques</p> <p>2.Coping with exam stress and future opportunities</p>	<ul style="list-style-type: none"> ➤ effective revision techniques and strategies ➤ Developing strategies to improve stress ➤ How to prepare for exams ➤ How to create a work/life balance 	
Relationships	<p>1.Commitment in relationships: Personal values, assertive communication (including in relation to contraception and sexual health), marriage, civil partnership and co-habiting.</p> <p>2.Unhealthy relationships and managing conflict*: abuse, and harassment, managing conflict and resilience.</p>	<ul style="list-style-type: none"> ➤ Reflection on personal values, communication, co-operation and conflict resolution in relationships, including being assertive and difficult discussions ➤ How to identify the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes platonic and romantic relationships. ➤ Options in committed relationships including cohabiting, civil partnership and marriage. ➤ That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ➤ The concepts of, and laws relating to, sexual consent, different types of abuse and sexual harassment, how to spot these and how to respond 	
Living in the wider world	<p>1.Democracy in Britain: How democracy works and democratic values.</p> <p>2. Democracy in Britain: How do British citizens participate in democracy</p> <p>3. Post 16 Pathways and choices: research and evaluate ‘next steps’ and future choices in employment, education and training.</p>	<ul style="list-style-type: none"> ➤ About how democracy works ➤ About the UK parliamentary system ➤ About the process of election ➤ Identifying who is eligible to vote ➤ About how British citizens participate in a democracy ➤ About petitions and protest ➤ What future choices they will need to make ➤ To evaluate their ‘next step’ options, such as vocational education, academic study, further training or apprenticeships. 	<p>Resources Archive - Parliament UK Education</p> <p>Home (the CDI.net)</p> <p>Take your place (neaco.ac.uk)</p> <p>Good Career Guidance Education Gatsby</p>
Living in the wider world	<p>1.Work values: the importance of values, aligning values to actions and improving wellbeing, relationships and career prospects</p> <p>2. Online presence: creating a positive online presence ready for employment and future lives.</p>	<ul style="list-style-type: none"> ➤ The importance of establishing values ➤ How aligning actions with values can lead to improved wellbeing and relationships ➤ What happens when values clash in the workplace and how these can be resolved ➤ What a positive online presence and reputation means ➤ How to create a positive presence ➤ The benefits of creating a positive presence for future lives and careers 	

Strand	Topic	In this unit of work, students learn...	Quality Assured resources to support delivery
Health and wellbeing	<p>1. First Aid and CPR: personal safety in a wide range of contexts, including basic first aid and CPR</p> <p>2. Managing different types of risk: Understanding and assessing different risks, including online, alcohol and drugs.</p>	<ul style="list-style-type: none"> ➤ To take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening ➤ To assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it. ➤ To perform first aid and evaluate when to summon emergency services. 	
Relationships	<p>1. Respect: healthy and unhealthy relationship behaviours, equality in relationships, consent, exploitation, coercion, including sending (semi-)nudes.</p>	<ul style="list-style-type: none"> ➤ How to identify the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes platonic and romantic relationships. ➤ Consent in all relationships, including platonic and romantic relationships. How to give, spot and withdraw consent and responsibilities around this ➤ That some types of behaviour within relationships are criminal, including violent behaviour and coercive control ➤ 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 relationship 	<p>Sex and relationships education (RSE) with DO... (dosrefschools.com)</p>
Living in the wider world	<p>1. Preparing for work: identify strengths and weaknesses, skills needed for success in employment and CV/job application preparation.</p> <p>2. Work experience preparation: sourcing a meaningful placement by researching and contacting employers.</p>	<ul style="list-style-type: none"> ➤ How to identify their strengths and skills and how these relate to the jobs market. ➤ How to produce an effective CV ➤ How to prepare for interviews ➤ Understanding what employers are looking for and expecting ➤ Researching suitable placements ➤ Making contact with employers and organising a meaningful work experience placement. 	<p>Home (the CDI.net)</p> <p>Good Career Guidance Education Gatsby</p>
Health and wellbeing	<p>1. Mental health and emotional wellbeing: maintaining positive mental health, work/life balance, recognising mental health issues and strategies to promote good mental health.</p>	<ul style="list-style-type: none"> ➤ to manage alcohol and drug use in relation to immediate and long-term health ➤ to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking ➤ The impact of alcohol and drug use on road safety, work-place safety, reputation and career ➤ To recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety ➤ To recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing 	
Relationships	<p>1. Managing behaviour in different types of relationships: considering how to manage different types of relationship encountered as a young adult, including at school and in the workplace.</p> <p>2. Being ready and dealing with pressure in different scenarios: relationships and sex education, becoming sexually active, understanding and respecting consent.</p>	<ul style="list-style-type: none"> ➤ Different types of relationships including personal and professional, platonic, and romantic, including appropriate behaviours in each setting. ➤ Healthy communication in different contexts including compromise and assertive communication. ➤ How to know when someone is ready for romantic and/or sexual relationships, if at all. Considering a definition of sex and that it is different for all individuals, including that not all people want to or do have sexual interactions or relationships (for example asexuality or abstinence) ➤ Considering pressures and how to deal with them, including sexual interactions, smoking/vaping and drugs. 	<p>Sex and relationships education (RSE) with DO... (dosrefschools.com)</p>

Living in the wider World	<p>1. Post 18 Pathways and choices: research and evaluate 'next steps' and future choices in employment.</p> <p>2. Financial decisions and employment: understanding payslips and taxation.</p>	<ul style="list-style-type: none"> ➤ What future choices they will need to make ➤ To evaluate their 'next step' options, such as higher education, further training or apprenticeships and gap year opportunities ➤ Understanding a payslip ➤ Investigating the tax system and understanding different tax codes and terminology, including P60 and P45 ➤ Considering the benefits of a pension 	<p>Money (which.co.uk)</p> <p>Take your place (neaco.ac.uk)</p>
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YEAR 13 MEDIUM TERM PLAN

Strand	Topic	In this unit of work, students learn...	Quality Assured resources to support delivery
Health and wellbeing	<p>1. Being aware of my physical health: monitoring personal health, including physical health and diet as well as breast and testicular examination, cervical screening, and sexual health.</p> <p>2. Managing risks away from home: preparing for and understanding different types of risks which may be encountered as a young adult.</p>	<ul style="list-style-type: none"> ➤ to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening ➤ To assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it ➤ To perform first aid and evaluate when to summon emergency services ➤ To manage alcohol and drug use in relation to immediate and long-term health ➤ To understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking ➤ The impact of alcohol and drug use on road safety, work-place safety, reputation and career ➤ To recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety ➤ To recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing 	
Relationships	<p>1. Sexual Health: implications of pregnancy, as well as birth and parenthood and accessing effective contraception.</p> <p>2. Managing relationship changes: dealing with relationship breakdowns and divorce. Rights within relationships eg cohabiting, civil partnership/marriage, divorce and in relation to children.</p>	<ul style="list-style-type: none"> ➤ Consent and sex in the law ➤ The implications and options surrounding (un)planned pregnancies and where to get help ➤ Consideration of the characteristics of 'good' parenting including being ready and contraception ➤ Pregnancy and birth ➤ Reflection on personal values, communication, co-operation, and conflict resolution in relationships, including being assertive and difficult discussions. ➤ Rights within relationships eg cohabiting, civil partnership/marriage, divorce and in relation to children. 	<p>Sex and relationships education (RSE) with DO... (dosreforschools.com)</p>
Living in the wider world	<p>1. Post 18 Pathways and choices: research and evaluate 'next steps' and future choices in employment.</p>	<ul style="list-style-type: none"> ➤ What future choices they will need to make ➤ To evaluate their 'next step' options, such as higher education, further training or apprenticeships and gap year opportunities 	<p>Home (thecdi.net)</p>

	2. Employability: identify strengths and weaknesses, skills needed for success in employment and mock interview preparation.	<ul style="list-style-type: none"> ➤ Finalise applications including apprenticeships, UCAS and professional employment ➤ How to identify their strengths and skills and how these relate to the jobs market. ➤ How to identify and evidence their strengths and weaknesses. ➤ How to prepare effectively for interviews 	Good Career Guidance Education Gatsby
Living in the wider World	<p>1. Finance and budgeting, learn how to make financial decisions including borrowing and managing debt.</p> <p>2. Financial responsibilities away from home: preparing for moving out including; renting and buying, borrowing, loans and mortgages.</p>	<ul style="list-style-type: none"> ➤ How to plan for future expenditure and budget for changes in circumstances (e.g. when moving out or going to university) ➤ How to manage financial contracts e.g. mobile phones ➤ To evaluate risks and potential gains of borrowing and debt 	Money (which.co.uk)

ⁱ Parents have a right to request to withdraw their child from **sex education** delivered as part of RSE and, unless there are exceptional circumstances, this will be granted up to three terms before the student turns 16. At this point, if the student themselves wishes to receive sex education rather than be withdrawn, we will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

More information can be found here: [Relationships education, relationships and sex education \(RSE\) and health education: FAQs - GOV.UK \(www.gov.uk\)](#)