



Astrea Academy Trust

INSPIRING BEYOND MEASURE

September 2023 – July 2024

PSHCE Curriculum

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Curriculum Intent



Our PSHCE curriculum aims to provide all students with access to well-sequenced, high-quality lessons which are tailored to meet the needs of our diverse community.

The PSHCE curriculum focuses on four key strands:

- **Health and Wellbeing**
- **Sex and relationships**
- **Wider World including CEIAG (Careers Education, Information and Guidance)**
- **Citizenship.**

These themes are knowledge rich, engaging and afford students the opportunity to debate in a safe environment, with clear ground rules promoting respect and compassion.

Our intent is to allow students to reflect on and clarify their own values and attitudes as well as explore complex and sometimes conflicting range of values and attitudes they might encounter now and in the future.

We encourage our students to be enterprising and support them in making effective transitions, informed decisions, positive learning and career choices and in achieving economic wellbeing. In addition, we seek to ensure all students have the knowledge, skills and attributes to keep themselves healthy, safe and prepared for life and work as a citizen in modern Britain.

In essence, PSHCE aims to empower our students with the ability to make good choices, report concerns with confidence and lead happy, successful lives.

Curriculum Implementation

- PSHCE (Personal, Social, Health, Citizenship and Economic education) is taught within the umbrella of Personal Development and complements the wider programme of assemblies, tutor group activities, enrichment opportunities, character education and drop-down events.
- All Astrea schools prioritise PSHCE and ensure parity with other academic subjects by providing dedicated timetabled lessons to allow sufficient time for discussion and reflection.
 - At KS3, all students have 1 lesson of PSHCE every week
 - At KS4, all students have 1 lesson of PSHCE every fortnight
- PSHCE lessons are delivered using booklets which are regularly reviewed to ensure they are age-appropriate and responsive to emerging trends in school, locally and nationally.
- Student knowledge is regularly assessed and used to inform future planning. Student views are also sought to ensure the PSHCE curriculum reflects their needs and is responsive to challenges they might face.








Right to Withdraw

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Sex education is delivered in:

• Year 9	Spring 2	Intimate Relationships
• Year 10	Spring 1	Healthy Relationships
• Year 11	Spring 2	Self Examination and Sexual Health

- If you wish to withdraw your child from some or all sex education lessons, we would urge you in the first instance to discuss this with the school directly. You are welcome to view resources, ask questions about topics covered and discuss anything else that might be a concern. We understand that this can be a sensitive topic but often a chance to talk through concerns can help to allay any worries you may have. Lessons are delivered in a professional, inclusive and sensitive manner with the aim to educate students so they can make informed decisions and stay safe. If you wish to withdraw your child you should contact: James Powell james.powell@astrea-longsands.org
- Please be aware that parents have no right to request their child be withdrawn from lessons on relationships or health education which are statutory.
- Up to and until three terms before the child turns 16, a parent retains the right to request withdrawal from sex education. After that point, if a child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

Curriculum Map

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
7 	<u>Staying Safe and Managing Change</u> Transition to secondary school, managing emotions and personal safety in and outside school.	<u>Health and Puberty</u> Healthy and unhealthy lifestyles, vaping, smoking, healthy routines, hygiene, puberty, unwanted contact and FGM.	<u>Building Healthy Relationships</u> Self-worth, romance and friendships (including online). Boundaries and consent.	<u>Diversity</u> Diversity, prejudice, stereotyping and bullying. Protected Characteristics and the Equality Act 2010.	<u>Digital Literacy</u> Online safety, digital literacy, media reliability, safer gaming and gambling hooks.	<u>Self-Awareness</u> Job families, skills, qualities and working as part of a team.
8 	<u>Drugs and Alcohol</u> Vaping, smoking, energy drinks, caffeine, alcohol, counter/ prescription drugs and county lines.	<u>Emotional and Physical Health</u> Mental health, healthy and unhealthy coping strategies, digital resilience and body image.	<u>Identity and Relationships</u> Protected characteristics, gender and sexual orientation, stereotypes, sexting and consent.	<u>Labour Market Information</u> Professional behaviour, health and safety, LMI. Action planning.	<u>Citizenship</u> What is democracy? Parliament and Government, the law and how laws are made. Local government.	<u>Financial Decision Making</u> Budgeting, saving and borrowing and making financial choices.
9 	<u>Peer influence, substance use and gangs</u> Healthy and unhealthy friendships, risky behaviours (ASB), substance misuse and gang exploitation.	<u>Respectful Relationships</u> Different families, positive relationships, parenting, conflict resolution and relationship changes.	<u>Opportunity Awareness</u> Decision-making, work motivation and challenging stereotypes.	<u>Intimate Relationships</u> Relationship and sex education including consent, contraception, the risks of STIs and attitudes to pornography.	<u>Employability Skills</u> Rights and responsibilities, first impressions, managing your online presence.	<u>Healthy Lifestyles and Summer Safety</u> Diet and exercise. Vaccinations. Safety including, sun safety, water and railway safety.
10 	<u>Mental Health</u> Looking after your wellbeing, impact of drugs and alcohol, managing pressure and benefits of sleep.	<u>Securing a job</u> Applying for a job, interview techniques, action planning for the future.	<u>Healthy Relationships</u> Relationships, consent, sexual harassment, sexual pleasure and challenges, including the impact of the media and pornography.	<u>Citizenship</u> Rights and responsibilities of ordinary citizens. Jury service, magistrates and special constables.	<u>Respectful Britain</u> Multi-cultural Britain, Equality Act and promoting tolerance. Gangs, hate crime and challenging extremism.	<u>Keeping finances secure</u> Gambling, debt, cybercrime, fraud and the importance of keeping your details safe online.
11 	<u>Building for the future</u> Self-efficacy, stress management, mental health and future opportunities.	<u>Post 16 Transitions</u> Writing CVs, different types of employment and apprenticeships.	<u>Families and Relationships</u> Parenting and family conflicts. Different long-term commitments, marriage and forced marriage. FGM.	<u>Self-Examination and Sexual Health</u> Sexual health and self-examination. Pregnancy outcomes. Routes to parenthood, fertility and the menopause.	<u>Being independent</u> Being ready for progression, rights and responsibilities and active citizenship.	



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Year 7

Year 7 Medium Term Plans – Click on [Headings](#) to see Subtopic breakdown

Y7 Subtopic Breakdown



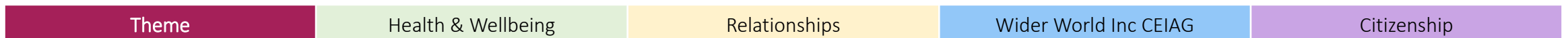
Aut 1	Themes	Aut 2	Themes	Spr 1	Themes	Spr 2	Themes	Sum 1	Themes	Sum 2	Themes
Staying Safe and Managing Change Transition to secondary school, managing emotions and personal safety in and outside school.	RSE	Health and Puberty Healthy and unhealthy lifestyles, vaping, smoking, healthy routines, hygiene, puberty, unwanted contact and FGM.	RSE	Building Healthy Relationships Self-worth, romance and friendships (including online). Boundaries and consent.	RSE	Diversity Diversity, prejudice, stereotyping and bullying. Protected Characteristics and the Equality Act 2010.	RSE	Digital Literacy Online safety, digital literacy, media reliability, safer gaming and gambling hooks.	RSE	Self-Awareness Job families, skills, qualities and working as part of a team.	RSE
	SMSC		SMSC		SMSC		SMSC		SMSC		SMSC
	PC		PC		PC		PC		PC		PC
	FBV		FBV		FBV		FBV		FBV		FBV
	SxH		SxH		SxH		SxH		SxH		SxH
	WW		WW		WW		WW		WW		WW
	HW		HW		HW		HW		HW		HW
	Citz		Citz		Citz		Citz		Citz		Citz
	CEIAG		CEIAG		CEIAG		CEIAG		CEIAG		CEIAG

RSE	Relationships & Sex Education	SMSC	Social, Moral, Spiritual & Cultural	PC	Protected Characteristics	FBV	Fundamental British Values	CEIAG	CEIAG
SxH	Sexual Harassment	WW	Wider World (Inc Online Safety)	HW	Health and Wellbeing	Citz	Citizenship		

Year 7 Subtopic Breakdown



Aut 1	Aut 2	Spring 1
Staying Safe and Managing Change	Health and Puberty	Building Healthy Relationships
1. Moving to secondary school	1. Healthy lifestyles: Diet, sleep and exercise	1. Healthy relationships
2. Making friends	2. Unhealthy lifestyles: Vaping and smoking	2. Self esteem
3. Staying safe in the community (Roads and Buses)	3. Healthy routines: Personal hygiene	3. Managing conflict
4. Staying safe in the community (Rail and Water)	4. Physical and emotional changes in puberty	4. Consent and boundaries
5. Letter to myself	5. FGM	
FBV: Respect	FBV: Individual liberties	FBV: Tolerance
Spr 2	Sum 1	Sum 2
Diversity	Digital Literacy	Self-Awareness
1. What is diversity?	1. Staying safe online	1. Job families
2. Prejudice and discrimination	2. Cyber-bullying	2. Skills
3. Challenging stereotypes	3. Safer online gaming	3. Qualities
4. Bullying	4. Biased and misleading information online	4. Team-work
		5. Morrisby lesson (Interactive Career Platform)
FBV: Democracy	FBV: Rule of Law	



Year 7 Medium Term Plans

Y7 Overview

Y7 Subtopic Breakdown



Aut 1	Themes	Subtopic breakdown	Statutory Links	Sequencing
Staying Safe and Managing Change Transition to secondary school, managing emotions and personal safety in and outside school.	RSE	Subtopic 1: Moving to secondary school <ul style="list-style-type: none"> How to manage the challenges of moving to a new school How to identify, express and manage emotions in a constructive way Importance of independence and organisation at secondary school 	2a, 2b, 2d, 6a, 6b	This unit initially focuses on managing emotions moving to secondary school and how to overcome challenges posed by change. Students reflect on good qualities in new friends and how to form new relationships. As some students may be walking to school or using the bus for the first time, it is appropriate to revisit road safety awareness from Year 6. With increased independence and new friends, students may find themselves in the community more and so personal safety on rail and water has also been included. Finally, the end of term will provide the perfect opportunity for students to reflect on how they have overcome challenges and to take a moment to write these down and revisit them when they are older.
	SMSC	Subtopic 2: Making friends <ul style="list-style-type: none"> How to establish new friendships Qualities to look for in a friend 	2a, 2b, 2d	
	PC			
	FBV	Subtopic 3: Staying safe in the community (Roads and Buses) <ul style="list-style-type: none"> How to cross a road safely and what to be aware of on the roads Treating others with respect Etiquette on buses and responsibilities 	2d	
	SxH	Subtopic 4: Staying safe in the community (Rail and Water) <ul style="list-style-type: none"> The law and dangers of trespassing on railways Importance of water safety How to respond in an emergency situation 		
	WW			
	HW	Subtopic 5: A Letter to myself <ul style="list-style-type: none"> Reflect on experiences, challenges and achievements of first term as Year 7 Identify strategies used to manage transition successfully 	6a, 6b	
	Citz	British Values: Respect <ul style="list-style-type: none"> What is respect? What does respectful behaviour look like? 	2d	
	CEIAG			

Year 7 Medium Term Plans

Y7 Overview

Y7 Subtopic Breakdown



Aut 2	Themes	Subtopic breakdown	Statutory Links	Sequencing
Health and Puberty Healthy and unhealthy lifestyles, vaping, smoking, healthy routines, hygiene, puberty, unwanted contact and FGM.	RSE	Subtopic 1: Healthy lifestyles: Diet, sleep & exercise <ul style="list-style-type: none"> Making healthy lifestyle choices including diet, dental health, exercise and sleep 	6a, 6e, 6f, 8a, 8b, 9a, 11b, 11d	This unit has been prioritised to support students who will be experiencing or are about to experience puberty. The average ages for puberty starting is 11 for girls and 12 for boys*, which suggests this needs to be addressed early in Year 7. The national rise in young people vaping means that this topic has also been sequenced early in our curriculum. Students learn about healthy routines around personal hygiene as well as physical/emotional changes in puberty. As students learn key features of genitalia as part of puberty, FGM, is also taught at the end of this unit to raise awareness. FGM is carried out between infancy and 15 years, most commonly before puberty starts** and so this supports sequencing this subtopic here.
	SMSC	Subtopic 2: Unhealthy lifestyles: Vaping and smoking <ul style="list-style-type: none"> Health risks linked to smoking Unknown impact of vaping on health The law around vaping and smoking 	10f	
	PC	Subtopic 3: Healthy routines: Personal hygiene <ul style="list-style-type: none"> Importance of personal hygiene Healthy personal hygiene routines Impact of poor personal hygiene 	11a, 11b	
	FBV	Subtopic 4: Physical and emotional changes in puberty <ul style="list-style-type: none"> How to manage physical and emotional changes during puberty 	6a, 6f, 8a, 13a, 13b	
	SxH	Subtopic 5: FGM <ul style="list-style-type: none"> About FGM and how to access help and support How to recognise and respond to inappropriate and unwanted contact 	4a	
	WW	British Values: Individual liberties <ul style="list-style-type: none"> What are individual liberties? Examples of individual liberties How to respond when our individual liberties are threatened 		
	HW			
	Citz			
	CEIAG			

* According to NHS England [Early or delayed puberty - NHS \(www.nhs.uk\)](http://www.nhs.uk)

**According to NHS England [Female genital mutilation \(FGM\) - NHS \(www.nhs.uk\)](http://www.nhs.uk)

Year 7 Medium Term Plans

Y7 Overview

Y7 Subtopic Breakdown



Spr 1	Themes	Subtopic breakdown	Statutory Links	Sequencing
Building Healthy Relationships Self-worth, romance and friendships (including online). Boundaries and consent.	RSE	Subtopic 1: Healthy relationships <ul style="list-style-type: none"> Qualities and behaviours relating to different types of positive relationships How to recognise unhealthy and healthy relationships Expectations for romantic relationships How to recognise and challenge media stereotypes 	2a, 2b, 2c, 3a, 6b, 7a, 7b	This topic seeks to ensure that all students understand the key concept of consent and can explain what this means and looks like with confidence. It is addressed as part of healthy friendships with others. This learning also links to unwanted contact from Aut 2. Knowledge on friendships from Aut 1 is built upon as students now consider qualities in a good friend but also a potential partner. This unit is the foundation for Sum 1 on digital literacy by briefly considering online relationships. The unit finishes by assessing self-worth and self-esteem, including practical strategies for building these essential qualities.
	SMSC	Subtopic 2: Self-esteem <ul style="list-style-type: none"> How to develop self-worth and self-efficacy Being assertive 	2a, 2b, 2d	
	PC	Subtopic 3: Managing conflict <ul style="list-style-type: none"> Commonality of family arguments are and reasons for this Techniques to manage conflict 	2a, 2b, 2d	
	FBV	Subtopic 4: Consent and boundaries <ul style="list-style-type: none"> Definition of consent How to seek and assertively communicate consent 	2a, 2b, 2d	
	SxH	British Values Subtopic: Tolerance <ul style="list-style-type: none"> What is tolerance? What should be tolerated and what should not? 		
	WW			
	HW			
	Citz			
	CEIAG			

Year 7 Medium Term Plans

Y7 Overview

Y7 Subtopic Breakdown



Spr 2	Themes	Subtopic breakdown	Statutory Links	Sequencing
Diversity Diversity, prejudice, stereotyping and bullying. Protected Characteristics and the Equality Act 2010.	RSE	Subtopic 1: What is diversity? <ul style="list-style-type: none"> Living in a diverse society About equality, protected characteristics and the Equality Act 2010 	2c, 2d, 2h, 1a	These subtopics build on students' knowledge of protected characteristics that is taught throughout the Personal Development programme. These subtopics look at the Equality Act 2010 in greater detail and how it prevents discrimination and prejudice in modern Britain. Students will learn key words such as diversity, equality and stereotypes. Subtopic 3 will also link to the wider CEIAG programme by looking at workplace examples of stereotyping to combat these and broaden horizons. Students will be introduced to different bullying behaviours and know where to report issues as well as understanding the importance of calling bullying out.
	SMSC	Subtopic 2: Prejudice and discrimination <ul style="list-style-type: none"> About identity, rights and responsibilities Identifying prejudice and discrimination 	2b, 2c, 2d, 2h	
	PC			
	FBV	Subtopic 3: Challenging stereotypes <ul style="list-style-type: none"> Understanding and explaining the dangers of stereotypes Relating this to CEIAG and how this can apply in the workplace Know how to tackle stereotypes 	2b, 2c, 2d, 2h	
	SxH	Subtopic 4: Bullying <ul style="list-style-type: none"> Understand the range of bullying behaviours which someone might experience The importance of being an upstander and not a bystander Ways to report bullying in and outside of school. 	2b, 2d, 2e	
	WW			
	HW	British Values Subtopic: Democracy <ul style="list-style-type: none"> What is democracy? Explain how democracy promotes equality 		
	Citz			
	CEIAG			

Year 7 Medium Term Plans

Y7 Overview

Y7 Subtopic Breakdown



Sum 1	Themes	Subtopic breakdown	Statutory Links	Sequencing
Digital Literacy Online safety, digital literacy, media reliability, safe gaming and gambling hooks.	RSE	Subtopic 1: Staying safe online <ul style="list-style-type: none"> About online communication Recognising online grooming in different forms How to respond and seek support in cases of online grooming 	3a, 3b, 3c, 3d, 3h, 4a, 7a, 7b, 1g	This unit has been prioritised in Year 7 as some students are accessing mobile technology from a young age. Ofcom's 2022 research into technology use across the UK showed that nearly all 13 – 15 year olds (98%) have their own phone. For most of these young people, they were given their phones around the start of secondary school, between the ages of 9 and 11 (91%). Initial education around staying safe online is conducted in ICT and built upon in this unit. Feedback from students also suggests that many are accessing gaming sites where they are exposed to potential risks of bullying and/or grooming. Students need to be aware of the impact of posting rude or discriminatory comments online. Students are taught to identify concerns as well as how to report them.
	SMSC	Subtopic 2: Cyber-bullying <ul style="list-style-type: none"> Recognising and reporting cyber bullying Using social networking sites safely 	3d, 3h, 7a, 7b	
	PC	Subtopic 3: Safer online gaming <ul style="list-style-type: none"> Being mindful of making comments online and sharing personal information Reporting online abuse How to protect financial security online How to assess and manage risks in relation to gambling 	3d, 3h, 7a, 7b	
	FBV	Subtopic 4: Biased and misleading online information <ul style="list-style-type: none"> How to recognise biased or misleading information online How to critically access different media sources 	6e, 7a, 7b	
	SxH	British Values: The rule of law <ul style="list-style-type: none"> Laws around online behaviour How laws keep us safe online 		
	WW			
	HW			
	Citz			
	CEIAG			

* According to Ofcom [Experts answer: "When do you think my child should get their own phone?" - UK Safer Internet Centre](#)

Year 7 Medium Term Plans

Y7 Overview

Y7 Subtopic Breakdown



Sum 2	Themes	Subtopic breakdown	Sequencing
Self-Awareness Job families, skills, qualities and working as part of a team.	RSE	Subtopic 1: Job families <ul style="list-style-type: none"> Understand that jobs are grouped into sectors Being aware of the range of possible sectors linked to interests Understand why employment matters 	This topic introduces students to the term 'Labour Market Information'. It explores the concept of employment, 'job' and 'career'. Subtopics focused on skills and qualities will ensure that students are familiar with language used within recruitment and employment, whilst appreciating the importance of evidencing their skills. This is the foundation for successful applications later in school and begins to develop a sense of self awareness. Focusing on a specific skill such as teamwork will help to consolidate students understanding of being positive, behaving appropriately, being timely, reliability and responsibility which also links to our Trust values. Through the digital Careers library/platform, Morrisby, students will begin to create goals and action plan. Transition Future Skills Questionnaires will help to identify knowledge gaps and plan a responsive curriculum.
	SMSC	Subtopic 2: Skills & Qualities <ul style="list-style-type: none"> Understand the different types of skills and qualities Introduction to Skills Builder essential skills framework Identifying skills and qualities in self and others 	
	PC		
	FBV	Subtopic 3: Self awareness <ul style="list-style-type: none"> Understanding the importance of evidencing skills and qualities Demonstrating skills and qualities in an application format Develop self awareness by recognising that personal skills and qualities link to job sectors 	
	SxH	Subtopic 4: Teamwork <ul style="list-style-type: none"> Understanding the importance of teamwork both at school and in employment Identifying the range of roles within teamwork Learning from setbacks and challenges 	
	WW		
	HW	Subtopic 5: ICT Based Lesson - Morrisby Digital Careers Platform/Library <ul style="list-style-type: none"> Y7 Transition Future Skills Questionnaire Buzz Quiz Goal setting and Action Planning 	
	Citz		
	CEIAG		





Astrea Academy Trust

INSPIRING BEYOND MEASURE

Year 8

Year 8 Medium Term Plans – Click on [Headings](#) to see Subtopic breakdown

Y8 Subtopic Breakdown



Aut 1	Themes	Aut 2	Themes	Spr 1	Themes	Spr 2	Themes	Sum 1	Themes	Sum 2	Themes
Drugs and Alcohol Vaping, smoking, energy drinks, caffeine, alcohol, counter/prescription drugs and county lines.	RSE	Emotional and Physical Health Mental health, Healthy and unhealthy coping strategies, digital resilience and body image.	RSE	Identity and Relationships Protected characteristics, gender and sexual orientation, stereotypes, sexting and consent.	RSE	Labour Market Information Professional behaviour, health and safety, LMI. Action planning.	RSE	Citizenship What is democracy? Parliament and Government, the law and how laws are made. Local government.	RSE	Financial decision making Budgeting, saving and borrowing and making financial choices.	RSE
	SMSC		SMSC		SMSC		SMSC		SMSC		SMSC
	PC		PC		PC		PC		PC		PC
	FBV		FBV		FBV		FBV		FBV		FBV
	SxH		SxH		SxH		SxH		SxH		SxH
	WW		WW		WW		WW		WW		WW
	HW		HW		HW		HW		HW		HW
	Citz		Citz		Citz		Citz		Citz		Citz
	CEIAG		CEIAG		CEIAG		CEIAG		CEIAG		CEIAG
RSE	Relationships & Sex Education	SMSC	Social, Moral, Spiritual & Cultural	PC	Protected Characteristics	FBV	Fundamental British Values	CEIAG	CEIAG		
SxH	Sexual Harassment	WW	Wider World (Inc Online Safety)	HW	Health and Wellbeing	Citz	Citizenship				

Year 8 Subtopic Breakdown

Y8 Overview



Aut 1	Aut 2	Spring 1
Drugs and Alcohol	Emotional and Physical Health	Identity and Relationships
1. Vaping and smoking	1. Mental health and emotional wellbeing	1. Relationship values
2. Energy drinks and caffeine	2. Challenging mental health stigma	2. Influences on relationship expectations
3. Alcohol	3. Healthy and unhealthy coping strategies	3. Sexual orientation and gender identity
4. Counter medication and prescription drugs	4. Digital resilience	4. Consent
5. County lines	5. Body image	
FBV: Rule of law	FBV: Tolerance	FBV: Respect
Spr 2	Sum 1	Sum 2
Labour Market Information	Citizenship	Financial Decision-Making
1. What is work?	1. What is Democracy?	1. Credit and debit
2. Skills for working with others (Professional Behaviour)	2. Parliament and Government	2. Staying in control of your money
3. Health and Safety	3. The Law	3. Keeping finances secure
4. LMI: NHS Careers	4. How Laws are made	4. Money and wellbeing
5. Morrisby: Action Plan		
	FBV: Democracy	FBV: Individual liberties

Theme

Health & Wellbeing

Relationships

Wider World Inc CEIAG

Citizenship

Year 8 Medium Term Plans

Y8 Overview

Y8 Subtopic Breakdown



Aut 1	Themes	Subtopic breakdown	Statutory Links	Sequencing
Drugs and Alcohol Vaping, smoking, energy drinks, caffeine, alcohol, counter/prescription drugs and county lines.	RSE	Subtopic 1: Vaping and smoking <ul style="list-style-type: none"> Assessing the risks of tobacco, nicotine and vapes Strategies on how to resist peer pressure Recognising and promoting positive social norms and attitudes 	10a, 2a, 8b, 10b, 10f	This builds on knowledge from Aut 2 in Year 7, revisiting vaping and smoking but also adding knowledge around energy drinks, caffeine, alcohol and prescription drugs. These topics have been prioritised due to the rise nationally in young people vaping. New figures from NHS Digital show a decrease in numbers of school children taking drugs and smoking cigarettes but a rise in vaping, with 9% of 11 to 15 year olds currently using e-cigarettes*. County lines are also addressed in Year 8. Data tells us that children as young as 12 years old are being exploited across county lines; 15-16 years is the most common age range**. In 2020 the NCA said exploitation in county lines dealing was “the most frequently identified form of coerced criminality, with children representing the vast majority of victims”***
	SMSC	Subtopic 2: Energy drinks and caffeine <ul style="list-style-type: none"> About over-consumption of energy drinks Impact of caffeine on the body e.g. sleep, healthy routines 	9a, 11e	
	PC	Subtopic 3: Alcohol <ul style="list-style-type: none"> Risks of alcohol particularly upon young people Relationship between habit and dependence Strategies to resist peer pressure around alcohol 	2a, 10c, 10d	
	FBV	Subtopic 4: Counter medication and prescription drugs <ul style="list-style-type: none"> Recognise counter medication and prescription drugs Using over the counter and prescription medications safely 	10a, 10e	
	SxH	Subtopic 5: County lines <ul style="list-style-type: none"> What are country lines? Dangers and risks surrounding country lines 	2d, 2f, 4a, 10b	
	WW	British Values: The rule of law <ul style="list-style-type: none"> Laws around drugs and alcohol How these laws help to keep us safe 	10b	
	HW			
	Citz			
	CEIAG			

*Smoking, Drinking and Drug Use among Young People in England, 2021 - NDRS (digital.nhs.uk) ** Criminal exploitation of children and vulnerable adults: county lines - GOV.UK (www.gov.uk)

***<https://researchbriefings.files.parliament.uk/documents/CBP-9264/CBP-9264.pdf>

Year 8 Medium Term Plans

Y8 Overview

Y8 Subtopic Breakdown



Aut 2	Themes	Subtopic breakdown	Statutory Links	Sequencing
Emotional and Physical Health Mental Health, Healthy and Unhealthy coping strategies, digital resilience and body image.	RSE	Subtopic 1: Mental health and emotional wellbeing <ul style="list-style-type: none"> Definition of mental health Equal importance of mental and physical health 	6a, 6c, 6d	The unit builds on work around managing emotions that took place at the start of Year 7 on transition and emotions during puberty. This unit seeks to break down stigmas that exist around mental health and provide useful coping strategies to support students. The theme of digital resilience is also introduced and how time spent online can impact on wellbeing as well as fears around body image. This has been moved from Year 9 as concerns around body image are developing earlier with greater access to apps/filters etc.
	SMSC	Subtopic 2: Challenging mental health stigma <ul style="list-style-type: none"> Attitudes towards mental health Challenging misconceptions and stigma 	6a, 6e, 6f	
	PC	Subtopic 3: Healthy and unhealthy coping strategies <ul style="list-style-type: none"> Managing different emotions Unhealthy coping strategies (e.g. self harm and eating disorders) Healthy coping strategies (exercise, mindfulness) 	6b, 6c, 6f, 8a C5	
	FBV	Subtopic 4: Digital resilience <ul style="list-style-type: none"> How to develop digital resilience Managing the impact of social media and understanding how this can have a negative effect on our wellbeing 	6e, 7a, 7b	
	SxH	Subtopic 5: Body image <ul style="list-style-type: none"> Meaning of body image Variety of pressures which might impact on someone's body image Strategies for healthy and positive attitudes toward body image 	6a, 6c, 6e, 7a, 7b	
	WW	British Values: Tolerance <ul style="list-style-type: none"> Tolerance linked to understanding around mental health and refraining from labelling or stigmatising 		
	HW			
	Citz			
CEIAG				

Year 8 Medium Term Plans

Y8 Overview

Y8 Subtopic Breakdown



Spr 1	Themes	Subtopic breakdown	Statutory Links	Sequencing
Identity and Relationships Protected characteristics, gender and sexual orientation, stereotypes, sexting and consent.	RSE	Subtopic 1: Relationship values <ul style="list-style-type: none"> Develop realistic and healthy relationship values and expectations e.g. honesty, trust Reflect upon own relationship values 	2a, 2b, 1a	This unit is focused on healthy relationships and diversity that can exist within these relationships. Students are taught the facts about sexual orientation and gender identity in an age-appropriate and inclusive way. This is timely as students are learning about relationships and protected characteristics. This knowledge is built upon in Year 9 when students learn about different intimate relationships. There is equal opportunity to explore the features of all stable and healthy relationships. As RSE guidance states LGBT+ themes are fully integrated throughout the PSHCE programme, rather than addressed separately or in only one lesson.
	SMSC	Subtopic 2: Influences on relationship expectations <ul style="list-style-type: none"> Challenging unrealistic relationship expectations 	2a	
	PC			
	FBV	Subtopic 3: Sexual orientation and gender identity <ul style="list-style-type: none"> To understand and respect gender identity and sexual orientation Protected characteristics and the Equality Act 2010 	1a, 1e, 2a, 2h	
	SxH			
	WW	Subtopic 4: Consent <ul style="list-style-type: none"> Sexting and Consent Revisit learning around consent and importance of seeking this in relationships About common assumptions related to consent and how to challenge these 	4b, 5a, 3a, 3b, 3d, 3e	
	HW			
	Citz	British Values: Respect <ul style="list-style-type: none"> Respecting boundaries Respecting protected characteristics 	2d, 2e, 2h, 4b,	
CEIAG				

Year 8 Medium Term Plans

Y8 Overview

Y8 Subtopic Breakdown



Spr 2	Themes	Subtopic breakdown	Sequencing
Labour Market Information Professional behaviour, health and safety, LMI. Action planning.	RSE	Subtopic 1: What is work? <ul style="list-style-type: none"> Exploring reasons why people work Understanding different types of employment Defining different work styles and work places 	This topic builds on Year 7 knowledge on Labour Market Information to look at key themes within employment. Terms such as professional behaviour are introduced and knowledge around the Equality Act and mental health are placed in a real world context so students can clearly see the links. These subtopics are purposefully designed to link to the wider careers programme within schools. Whether schools are offering work shadowing, employer encounters or employability panels, these subtopics will provide key knowledge in preparing for this. By developing the opportunity awareness of our students within NHS and Social Care, students will develop their Labour Market Information knowledge around many sectors.
	SMSC	Subtopic 2: Skills for working with others (Professional Behaviour) <ul style="list-style-type: none"> Understanding that behaviour policies apply in the workplace as well as school Recognising the professional behaviours already being used within school Understanding that the essential skill of listening is key to success within the workplace 	
	PC	Subtopic 3: Health and Safety <ul style="list-style-type: none"> Recognising and responding to health and safety within school Being aware of rights and responsibilities in the workplace The Equality Act and mental health at work 	
	FBV		
	SxH	Subtopic 4: LMI: NHS & Social Care <ul style="list-style-type: none"> Introduction to NHS and Social Care sectors spanning many sectors beyond 'medical' Labour Market Information within the sector - how building LMI knowledge can influence career decisions 	
	WW		
	HW		
	Citz	Subtopic 5: ICT Based Lesson - Morrisby Digital Careers Platform/Library <ul style="list-style-type: none"> Buzz Quiz and noting changes and development Action planning and goal setting Utilising the Careers library 	



Year 8 Medium Term Plans

Y8 Overview

Y8 Subtopic Breakdown



Sum 1	Themes	Subtopic breakdown	Statutory Links	Sequencing
Citizenship What is democracy? Parliament and Government, the law and how laws are made. Local government.	RSE	Subtopic 1: What is Democracy? <ul style="list-style-type: none"> Features of a democratic country Representative democracy, political power, general elections and key values of democracy e.g. secret ballot 	C1, C3	This unit supports statutory Citizenship education and compliments work undertaken in tutor group, assemblies and throughout the wider curriculum e.g. History. This topic provides students with knowledge, skills and understanding to prepare them to play a full and active part in British society. This topic seeks to foster students' keen awareness and understanding of democracy, government and how laws are made and upheld. It helps to prepare students to take their place in society as responsible citizens. This unit is prior to work around financial literacy which links into this work and the theme of responsibility.
	SMSC	Subtopic 2: Parliament and Government <ul style="list-style-type: none"> Understand the difference between Parliament and Government Role of the monarch Where political power lays in the UK 	C2	
	PC			
	FBV	Subtopic 3: The Law <ul style="list-style-type: none"> Understand what laws are and the importance of these to society Responsibilities of British citizens and the law 	C4	
	SxH	Subtopic 4: How Laws are made <ul style="list-style-type: none"> Learn how laws are made and the process new laws go through Understand the rigor of this process and importance of this Criminal and Civil law 	C4	
	WW			
	HW	British Values: Democracy <ul style="list-style-type: none"> Life in a democratic society Voting – who is entitled to vote and active citizenship 		
	Citz			
	CEIAG			

Year 8 Medium Term Plans

Y8 Overview

Y8 Subtopic Breakdown



Sum 1	Themes	Subtopic breakdown	Statutory Links	Sequencing
Financial decision making Budgeting, saving and borrowing and making financial choices.	RSE	Subtopic 1: Credit and debit <ul style="list-style-type: none"> Meaning of credit and debt Importance of role budgeting plays in managing money well Different payment cards and which are suitable options to use 	C6	This unit links to the previous Citizenship topic around UK politics and being a responsible citizen. Bank accounts begin from age 11 and so if students have yet to open an account, this is a timely reminder of this option. It is students first exposure to financial literacy and is timed for when student may access their own funds more readily and therefore be exposed to online scams and will benefit from an understanding of budgeting etc. The unit revisits material from earlier in Year 8 which relates to staying safe online, mental wellbeing and reporting issues online.
	SMSC	Subtopic 2: Staying in control of your money <ul style="list-style-type: none"> Influences on our attitudes to money e.g peer pressure, marketing, social media Forming good and bad habits with money Recognising persuasive advertising throughout society and how to critically assess this 	C6	
	PC			
	FBV	Subtopic 3: Keeping your finances secure <ul style="list-style-type: none"> Recognising different types of fraud and scams e.g. phishing, smishing, social media scams Ways to safeguard vulnerability to fraud and scams 	C6 , 2f , 3b , 3h , 4a , 7a , 7b	
	SxH	Subtopic 4: Money and wellbeing <ul style="list-style-type: none"> Effect of money choices on mental wellbeing Possible consequences of gambling and debt 'Money mule' schemes and how to avoid them 	C6 , 2f , 4a , 6c , 6e , 7a , 7b	
	WW			
	HW	British Values: Individual liberties <ul style="list-style-type: none"> Rights and responsibilities of consumers when buying goods and services How to exercise both rights and responsibilities as a consumer of goods and services 	C3	
	Citz			
	CEIAG			



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Year 9

Year 9 Medium Term Plans – Click on [Headings](#) to see Subtopic breakdown

Y9 Subtopic Breakdown



Aut 1	Themes	Aut 2	Themes	Spr 1	Themes	Spr 2	Themes	Sum 1	Themes	Sum 2	Themes
Peer influence, substance use and gangs Healthy and unhealthy friendships, risky behaviours (ASB), substance misuse and gang exploitation.	RSE	Respectful Relationships Different families, positive relationships, parenting, conflict resolution and relationship changes.	RSE	Opportunity Awareness Decision-making, work motivation and challenging stereotypes.	RSE	Intimate Relationships Relationship and sex education including consent, contraception, the risks of STIs and attitudes to pornography.	RSE	Employability Skills Rights and responsibilities, first impressions, managing your online presence.	RSE	Healthy Lifestyles and Summer Safety Diet and exercise. Vaccinations. Summer safety including, sun safety, water and railway safety.	RSE
	SMSC		SMSC		SMSC		SMSC		SMSC		
	PC		PC		PC		PC		PC		
	FBV		FBV		FBV		FBV		FBV		
	SxH		SxH		SxH		SxH		SxH		
	WW		WW		WW		WW		WW		
	HW		HW		HW		HW		HW		
	Citz		Citz		Citz		Citz		Citz		
	CEIAG		CEIAG		CEIAG		CEIAG		CEIAG		

RSE	Relationships & Sex Education	SMSC	Social, Moral, Spiritual & Cultural	PC	Protected Characteristics	FBV	Fundamental British Values	CEIAG	CEIAG
SxH	Sexual Harassment	WW	Wider World (Inc Online Safety)	HW	Health and Wellbeing	Citz	Citizenship		

Year 9 Subtopic Breakdown

Y9 Overview



Aut 1	Aut 2	Spring 1
Peer Influence, Substance Misuse and Gangs	Respectful Relationships	Opportunity Awareness
1. Peer pressure	1. Different families	1. Decision making
2. Risky behaviours	2. Commitment in relationships	2. Opportunity awareness
3. Gangs	3. Communication in relationships	3. Work motivation
4. Saying safe	4. Abuse in relationships	4. Challenging stereotypes
5. Impact of knife crime		5. Morrisby: Future Skills Questionnaire and Aspirations
FBV: Individual liberties	FBV: Respect	
Spr 2	Sum 1	Sum 2
Intimate Relationships	Employability Skills	Healthy Lifestyles and Summer Safety
1. Intimacy and respectful relationships	1. Showcasing your personal strengths	1. Healthy lifestyles
2. Freedom and capacity to consent	2. Managing your online presence	2. Exercise
3. Sexual Health	3. Employability skills	3. Protecting your health
4. Contraception	4. Post 16 options	4. Water safety
5. Pornography and sexting	5. Post 18 options	5. Risky behaviours
FBV: Respect		FBV: Rule of law

Theme

Health & Wellbeing

Relationships

Wider World Inc CEIAG

Citizenship

Year 9 Medium Term Plans

Y9 Overview

Y9 Subtopic Breakdown



Aut 1	Themes	Subtopic breakdown	Statutory Links	Sequencing
Peer influence, substance use and gangs Healthy and unhealthy friendships, risky behaviours (ASB), substance misuse and gang exploitation.	RSE	Subtopic 1: Peer pressure <ul style="list-style-type: none"> Different types of peer pressure Features of healthy and unhealthy friendships Peer pressure and online bullying 	2a, 2b, 4a, 7b	This topic has been prioritised at the start of Year 9 to address more mature themes around risky behaviours, gangs and knife crime. Knife crime remains a national priority with an increase of 6% in knife crime in England and Wales in 2022* This links to previous learning in Year 7 and Year 8 around the signs of healthy and unhealthy friendships. It also revisits work around county lines in Year 8 as crime statistics show these activities are prevalent in both our South Yorkshire and Cambridgeshire schools.
	SMSC	Subtopic 2: Risky behaviours <ul style="list-style-type: none"> Reasons why young people engage in risky behaviours ASB in the community County Lines 	2a, 2b, 4a, 10a, 10b, C4	
	PC	Subtopic 3: Gangs <ul style="list-style-type: none"> Reasons why some young people decide to join a gang and impact of this Risky and criminal behaviour in gangs and the laws which apply to this Support for someone wanting to leave a gang 	2a, 2b, 2d, 2f, 4a, C4	
	FBV			
	SxH	Subtopic 4: Staying safe <ul style="list-style-type: none"> Safety in the community Risks of carrying a knife and laws which apply to knife crime Joint enterprise 	2a, 2b, 2f, 4a, C4	
	WW			
	HW	Subtopic 5: Impact of knife crime <ul style="list-style-type: none"> Ripple effect of knife crime and the impact this has on the victim, perpetrator, families and the community 	2a, 2b, 2f, 4a, C4	
	Citz	British Values Subtopic: Individual liberties <ul style="list-style-type: none"> Right to feel safe in our community 	C4	
CEIAG				

*Knife Crime Statistics | The Ben Kinsella Trust

Year 9 Medium Term Plans

Y9 Overview

Y9 Subtopic Breakdown



Aut 2	Themes	Subtopic breakdown	Statutory Links	Sequencing
Respectful Relationships: Different families, positive relationships, parenting, conflict resolution and relationship changes.	RSE	Subtopic 1: Different families <ul style="list-style-type: none"> Range of different families that exist in modern Britain Roles and responsibilities of everyone in the family and how people can work together for a happy home life Characteristics of successful parenting 	1a, 1b, 1f, 2h, 6b	Previous RSE lessons in Year 7 and Year 8 have focused on the characteristics of healthy relationships. In Year 9, students begin to reflect on different types of families and relationships that exist. This unit looks at legal rights of different relationships, how these relationships contribute to human happiness and successful parenting. More mature themes around conflict, coercion, sexual harassment and abuse are addressed in an age-appropriate way, focusing on safeguarding to ensure students know how and when to access support.
	SMSC			
	PC	Subtopic 2: Commitment in relationships <ul style="list-style-type: none"> Different types of committed, stable relationships and how this contributes to human happiness Marriage and legal rights as well as other long-term relationships and their legal status Forced marriage 	1c, 1d, 1e, 2h, 6b	
	FBV	Subtopic 3: Communication in relationships <ul style="list-style-type: none"> Importance of communication for healthy relationships (e.g. consent) Understanding of assertiveness Managing conflict, reconciliation and ending relationships 	1g, 2a, 2b, 2f, 2g, 6a, 4b	
	SxH			
	WW	Subtopic 4: Abuse in relationships <ul style="list-style-type: none"> Definition of abuse and different types of abuse e.g. verbal, emotional (coercive control), physical abuse and sexual abuse (sexual harassment). Strategies and support for challenging abuse 	2e, 2f, 4a, 4b	
	HW			
	Citz	British Values Subtopic: Respect <ul style="list-style-type: none"> Tackling sexual harassment 		
	CEIAG			

Year 9 Medium Term Plans

Y9 Overview

Y9 Subtopic Breakdown



Spr 1	Themes	Subtopic breakdown	Sequencing
<p>Opportunity Awareness Decision-making, the changing world of work and challenging stereotypes.</p>	RSE	<p>Subtopic 1: Decision-making</p> <ul style="list-style-type: none"> Understanding the implications of choice Recognising how information gathering is vital for good decision making in any context Considering what information is needed in order to make good decisions around option choices 	<p>There is a real focus on decision making as students embark upon the preparation form transition to KS4. This unit continues to build upon opportunity awareness as it challenges student knowledge around existing and future job opportunities. Within the wider careers programme there should be links in Year 9 to several employer encounters. This unit will provide students with the knowledge that they need to liaise with these contacts. There is also a link to self awareness as students explore what they have to offer their option subjects. Stereotypes and prejudice with a particular emphasis on the workplace are considered as well as exploring personal responses to prejudice. As this is a transition year, Future Skills Questionnaires will be undertaken with students and for the first time this cohort will undertake the Aspirations activities in Morrisby.</p>
	SMSC	<p>Subtopic 2: Opportunity awareness</p> <ul style="list-style-type: none"> Introduce LMI that challenges how much students know in order to encourage research Utilise previous knowledge on job families to problem solve 	
	PC	<p>Subtopic 3: Careers of the future</p> <ul style="list-style-type: none"> Understand that 'work' has always changed and evolved Recognise that we need to prepare ourselves now for future roles Consider what employers want from young people when they come to work 	
	FBV	<p>Subtopic 4: Challenging stereotypes</p> <ul style="list-style-type: none"> Identify stereotyping and prejudice within the workplace Reflect on personal responses to stereotyping Awareness of stereotypes and how to challenge these 	
	SxH		
	WW		
	HW	<p>Subtopic 5: Morrisby: ICT Based Lesson - Morrisby Digital Careers Platform/Library</p> <ul style="list-style-type: none"> Aspirations questionnaire Goal setting and action planning KS3 Transition Future Skills Questionnaire 	
	Citz		
CEIAG			



Year 9 Medium Term Plans

Y9 Overview

Y9 Subtopic Breakdown



Spr 2	Themes	Subtopic breakdown	Statutory Links	Sequencing
Intimate Relationships Relationship and sex education including consent, contraception, the risks of STIs and attitudes to pornography.	RSE	Subtopic 1: Intimacy and respectful relationships <ul style="list-style-type: none"> Intimacy and readiness for intimacy Choices to delay sex, or enjoy intimacy without sex Respect in everyday and intimate contexts Challenging inappropriate behaviour (e.g. pressure to have sex) 	4b, 5a, 5b, 5d, 5e	Sex education has been sequenced at this point once students have a strong understanding of healthy relationships. The unit is focused on providing all students with the information they need to make informed choices relating to readiness for intimacy, different methods of contraception and information around sexual health. As pornography is so readily available, this is an appropriate point to address the impact this has on sexual relationships. In 2023, the Children's Commissioner reported that pornography exposure is widespread and normalised – to the extent that children cannot 'opt-out'. The average age at which children first see pornography is 13. By age nine, 10% had seen pornography, 27% had seen it by age 11 and half of children who had seen pornography had seen it by age 13.*
	SMSC	Subtopic 2: Freedom and capacity to consent <ul style="list-style-type: none"> Sex and the law Understanding of freedom and capacity to consent Importance of enthusiastic consent and implications if this is not sought 	4a, 4b, 5d, 5e, 5k	
	PC	Subtopic 3: Sexual health <ul style="list-style-type: none"> Potential consequences of sex – pregnancy, STIs and prevalence Accessing support for sexual health e.g. NHS, local sexual health clinics, online advice 	5d, 5i, 5j, 5l	
	FBV			
	SxH	Subtopic 4: Contraception <ul style="list-style-type: none"> Different types of contraception, efficacy and options available Accessing advice about contraception and sexual health 	5f, 5g, 5h, 5l	
	WW			
	HW	Subtopic 5: Pornography and sexting <ul style="list-style-type: none"> Impact of pornography on relationships e.g. mental health, unrealistic expectations Risks and implications of sexting 	3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h 5f, 5k 7a	
	Citz	British Values Subtopic: Respect <ul style="list-style-type: none"> Respect in intimate relationships Maintaining and respecting boundaries in intimate relationships 		
	CEIAG			

* Parents have the right to withdraw students from some or all of sex education. See p5 for details.

*'A lot of it is actually just abuse'- Young people and pornography | Children's Commissioner for England (childrenscommissioner.gov.uk)

Year 9 Medium Term Plans

Y9 Overview

Y9 Subtopic Breakdown



Sum 1	Themes	Subtopic breakdown	Sequencing
Employability Skills Rights and responsibilities, first impressions, managing your online presence.	RSE	Subtopic 1: Online career management skills <ul style="list-style-type: none"> Understanding how online activity can affect career development in positive and negative ways Identifying the different types of professional online activity Showcasing an online presence 	<p>This topic focuses specifically on developing an online presence linked to employment. It links to other topics about keeping safe online but is partnered with developing personal strengths online. The skills agenda is pivotal as business works with the education sector to inform students and their parents/carers that skills are as important as qualifications when it comes to employment. Students will learn about different skills but revisit the Skills Builder essential skills set to improve identifying and evidencing skills. This will only enhance future applications.</p> <p>At this transition point in KS3 when students begin to take responsibility for choices within learning, it is sensible that post 16 and 18 options are explored to build knowledge for future decision making, raise aspirations and allow students to see that what they choose now links to their potential future pathways.</p>
	SMSC		
	PC	Subtopic 2: Managing your online presence <ul style="list-style-type: none"> Evaluate how personal online presence is affecting future opportunities Understanding that trends in technology will have implications for future careers 	
	FBV	Subtopic 3: Employability skills <ul style="list-style-type: none"> Recognising that employers place a strong emphasis on skills Reflecting on personal skill development Identifying and evidencing essential skills 	
	SxH		
	WW	Subtopic 4: Post 16 options <ul style="list-style-type: none"> Identifying and understanding all of the options available to students on leaving school at 16 Consider learning pathways which interest students most for the future at this age Realise that there is scope for decisions to change 	
	HW		
	Citz	Subtopic 5: Post 18 options <ul style="list-style-type: none"> Identifying and understanding all of the options available to students on leaving school at 18 Consider learning pathways which interest students most for the future at this age Realise that there is scope for decisions to change 	
	CEIAG		

Year 9 Medium Term Plans

Y9 Overview

Y9 Subtopic Breakdown



Sum 2	Themes	Subtopic breakdown	Statutory Links	Sequencing
Healthy lifestyles and summer safety. Diet, exercise, lifestyle balance, and vaccinations. Safety including, sun safety, water and railway safety.	RSE	Subtopic 1: Healthy lifestyles <ul style="list-style-type: none"> Features of a healthy, balanced diet and links between a poor diet and health risks Maintaining a healthy weight, including links between an inactive lifestyle and ill-health, including cancer and cardio-vascular ill-health. Healthy routines e.g. regular sleep pattern 	8b, 9a, 11e	This topic revisits some health education that students in Year 7 accessed when learning about puberty and in Year 8 when learning about vaping/substance misuse. Cardio-vascular health is taught explicitly and linked to exercise, sleep and diet. The links between mental health and exercise are also explained in greater depth. More detailed knowledge around vaccinations is provided at this stage and linked to Year 9 vaccinations such as HPV. PD leads trust-wide felt it was important to touch on key safety information prior to the summer with this year group and so water/railway safety are highlighted in advance of the holidays. This all links to the rule of law so students are informed of potential consequences of engaging in risky behaviours.
	SMSC	Subtopic 2: Exercise <ul style="list-style-type: none"> Physical benefits of exercise Impact of exercise on mental health, including as an approach to combat stress 	8a	
	PC	Subtopic 3: Protecting your health <ul style="list-style-type: none"> Facts and science relating to immunisation and vaccination 	11a, 11d	
	FBV			
	SxH	Subtopic 4: Water safety <ul style="list-style-type: none"> Dangers around water and cold water shock Safety around reservoirs, rivers, lakes and the sea. 		
	WW			
	HW	Subtopic 5: Risky behaviours <ul style="list-style-type: none"> Trespassing and railway safety and the dangers of being close to the tracks Managing peer pressure 		
	Citz	British Values: Rule of law <ul style="list-style-type: none"> How laws keep us safe 		
	CEIAG			



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Year 10

Year 10 Medium Term Plans – Click on [Headings](#) to see Subtopic breakdown

Y10 Subtopic
Breakdown



Aut 1	Themes	Aut 2	Themes	Spr 1	Themes	Spr 2	Themes	Sum 1	Themes	Sum 2	Themes
Mental Health Looking after your emotional wellbeing, impact of drugs and alcohol, managing pressure and benefits of sleep.	RSE	Securing a job Applying for a job, interview techniques, action planning for the future.	RSE	Healthy Relationships Relationships, consent, sexual harassment, sexual pleasure and challenges, including the impact of the media and pornography.	RSE	Citizenship Rights and responsibilities of ordinary citizens. Jury service, magistrates and special constables.	RSE	Respectful Britain Multi-cultural Britain, Equality Act 2010 and promoting tolerance. Challenging gang culture, hate crime, radicalism and extremism.	RSE	Keeping finances secure Gambling, debt, cybercrime, fraud and the importance of keeping your details safe online.	RSE
	SMSC		SMSC		SMSC		SMSC				
	PC		PC		PC		PC				
	FBV		FBV		FBV		FBV				
	SxH		SxH		SxH		SxH				
	WW		WW		WW		WW				
	HW		HW		HW		HW				
	Citz		Citz		Citz		Citz				
	CEIAG		CEIAG		CEIAG		CEIAG				

RSE	Relationships & Sex Education	SMSC	Social, Moral, Spiritual & Cultural	PC	Protected Characteristics	FBV	Fundamental British Values	CEIAG	CEIAG
SxH	Sexual Harassment	WW	Wider World (Inc Online Safety)	HW	Health and Wellbeing	Citz	Citizenship		

Year 10 Subtopic Breakdown

Y10 Overview



Aut 1	Aut 2	Spring 1
Mental Health	Securing a Job	Healthy Relationships
1. Managing challenges	1. Application forms	1. Pleasure and intimacy
2. Recognising when to seek help	2. Interviews	2. Impact of pornography
3. Change, loss and grief	3. Morrisby: Action Plan	3. Pressure, persuasion and coercion
4. <i>Reframing negative thinking (NWA)</i>	4. <i>Application Forms (Work Experience/Mock Interviews)</i>	
FBV: Tolerance		FBV: Respect
Spr 2	Sum 1	Sum 2
Citizenship	Respectful Britain	Keeping Finances Secure
1. Rights and responsibilities	1. Multi-cultural Britain	1. Managing debt
2. Magistrates and jury service	2. Tackling hate crime	2. Gambling
3. Special Constables	3. Addressing radicalisation and extremism	3. Cybercrime and fraud
	4. <i>Valuing diversity (lesson 2 NWA)</i>	4. <i>Money mules (NWA)</i>
FBV: Democracy	FBV: Individual Liberties	FBV: Rule of Law

Theme

Health & Wellbeing

Relationships

Wider World Inc CEIAG

Citizenship

Year 10 Medium Term Plans

Y10 Overview

Y10 Subtopic Breakdown




Aut 1	Themes	Subtopic breakdown	Statutory Links	Sequencing
Mental Health Looking after your emotional wellbeing, impact of drugs and alcohol, managing pressure and benefits of sleep.	RSE	Subtopic 1: Managing challenges <ul style="list-style-type: none"> Positive thinking Managing examination stress throughout Year 10 and Year 11 (work life balance, sleep, diet, exercise etc) 	6a, 6b, 6c, 6f, 8a, 8b, 11e	As Year 10 embark on their GCSE studies, it is important to ensure they have the foundations needed to manage some of the challenges they might face. Initial lessons focus on recognising potential barriers and methods to overcome these effectively. Students look at how examination stress is normal and healthy coping mechanisms to support them. Students will also look at more serious mental health issues and dependency on alcohol/drugs as well as be signposted to support available. Covid-19 highlighted how little students are prepared for change, loss and grief which is why time is taken here to look at emotions surrounding this and to give students the power to know how to support themselves but also others such as friends, parents and family so they have the knowledge and skills needed to navigate difficult times.
	SMSC	Subtopic 2: Recognising when to seek help <ul style="list-style-type: none"> Symptoms of mental ill health and unhealthy coping strategies (e.g. drugs, alcohol) Support available for mental ill health 	6b, 6d, 6e, 6f, 10a, 10c, 10d, 10e, 10f	
	PC			
	FBV	Subtopic 3: Change, loss and grief <ul style="list-style-type: none"> Emotions around change, loss and grief Supporting others and when to seek help Signposting internal and external networks of help 	6a, 6b, 6f	
	SxH			
	WW	British Values Subtopic: Tolerance <ul style="list-style-type: none"> Understanding of how change, loss or grief can affect different people Importance of care, understanding and empathy 		
	HW			
	Citz			
CEIAG				

Year 10 Medium Term Plans

Y10 Overview

Y10 Subtopic Breakdown



Aut 2	Themes	Subtopic breakdown	Sequencing
Securing a job Applying for a job, interview techniques, action planning for the future.	RSE	Subtopic 1: Applying for a job <ul style="list-style-type: none"> Understanding that one way people apply for jobs is through an application form Recognising that it is important to acknowledge and read the Job Description for a job Undertaking an application 	Utilising PSHCE to introduce students to the formal aspects of a recruitment and selection process is key in Year 10 as all students should be involved in the wider Careers programme with Benchmark 5 and 6. This is preparation for students whether they embark on traditional work experience, an alternative form or only undertake the mock interview process. Students will draw on knowledge from previous years when it comes to evidencing their skills and qualities for application forms. Within Year 10 students have another chance to revisit the Aspirations activities on Morrisby and re-evaluate action planning for the future.
	SMSC	Subtopic 2: The Personal Statement <ul style="list-style-type: none"> Recognising the importance of the personal statement in an application Linking the job description to a personal statement Maximising the chances of securing an interview 	
	PC		
	FBV	Subtopic 3: Interview techniques <ul style="list-style-type: none"> Recognising what contributes to making a job interview successful or unsuccessful Coping with 'rejection' Practising interview techniques 	
	SxH		
	WW	Subtopic 4: Morrisby: ICT Based Lesson - Morrisby Digital Careers Platform/Library <ul style="list-style-type: none"> Aspirations activities Goal setting and action planning Careers library research 	
	HW		
	Citz		
CEIAG			

Year 10 Medium Term Plans

Y10 Overview

Y10 Subtopic Breakdown



Spr 1	Themes	Subtopic breakdown	Statutory Links	Sequencing
<p>Healthy Relationships Relationships, consent, sexual harassment, sexual pleasure and challenges, including the impact of the media and pornography.</p>	RSE	<p>Subtopic 1: Pleasure and intimacy</p> <ul style="list-style-type: none"> Recognising enthusiastic consent Role of intimacy, readiness, and pleasure in consensual relationships Communication and respect in relationships 	1a, 1g 5a, 5b, 5e, 5k, 4a, 4b	<p>This unit revisits knowledge from Year 9 around intimacy and shares more mature themes relating to sexual relationships. Students are encouraged to challenge peer pressure and assess their own readiness for intimacy. The role of pleasure addresses how intimate relationships must be consensual and the importance of seeking consent regularly with everyone having the right to withdraw this at anytime. Pornography is also revisited with reinforcement around unrealistic expectations and laws surrounding this. Mature themes such as persuasion, gaslighting and coercion are also taught with a focus on sexual harassment which links with wider school campaigns to address the findings of Ofsted review of sexual abuse in schools*.</p>
	SMSC	<p>Subtopic 2: Impact of pornography</p> <ul style="list-style-type: none"> Impact of pornography on people's understanding and expectations of consent Challenge inaccurate and dangerous messages perpetuated by pornography about sexuality, gender, and consent Laws relating to pornography and sharing explicit images 	3e, 3f, 3g	
	PC			
	FBV	<p>Subtopic 3: Pressure, persuasion and coercion</p> <ul style="list-style-type: none"> Recognising when consent becomes inappropriately pressurising or persuasive Understanding of rights to not give, or withdraw consent, and challenge victim-blaming Legal consequences of pressure, persuasion, and coercion in relation to consent Why, when, and how to seek advice or support 	2g, 5d, 5l, 4a, 4b	
	SxH			
	WW			
	HW	<p>British Values Subtopic: Respect</p> <ul style="list-style-type: none"> Respecting own boundaries and well as others (Sexual Harassment) Importance of respect in intimate relationships 		
	Citz			
CEIAG				

* Parents have the right to withdraw students from some or all of sex education. See p5 for details.

Year 10 Medium Term Plans

Y10 Overview

Y10 Subtopic Breakdown



Spr 2	Themes	Subtopic breakdown	Statutory Links	Sequencing
Citizenship Rights and responsibilities of ordinary citizens. Jury service, magistrates and special constables.	RSE	Subtopic 1: Rights and responsibilities <ul style="list-style-type: none"> Review democratic structure of the UK Specific responsibilities that citizens in the UK hold 	C7, C8, C12 C14	Students access a specific unit on Citizenship in Year 8 which focuses on the key features of a democracy. Democracy is taught through tutor group activities, student leadership opportunities and in assemblies. These themes are revisited in the first subtopic to consolidate learning and are linked to their responsibilities as an active citizen e.g. voting, local government opportunities etc. This topic also looks at voluntary and non-voluntary roles, ensuring students are aware of their responsibilities and rights as active citizens.
	SMSC			
	PC			
	FBV	Subtopic 2: Magistrates and jury service <ul style="list-style-type: none"> Roles of magistrates and a jury Ways every citizen can contribute to the improvement of their community Benefits of volunteering e.g. work experience, boost to mental health, sense of purpose 	C12	
	SxH			
	WW	Subtopic 3: Special Constables <ul style="list-style-type: none"> Role of a Special Constable Ways every citizen can contribute to the improvement of their community Benefits of volunteering e.g. work experience, boost to mental health, sense of purpose 	C12	
	HW			
	Citz	British Values Subtopic: Democracy <ul style="list-style-type: none"> Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press 	C7, C8	
CEIAG				

Year 10 Medium Term Plans

Y10 Overview

Y10 Subtopic Breakdown



Sum 1	Themes	Subtopic breakdown	Statutory Links	Sequencing
Respectful Britain History of multi-cultural Britain, Equality Act and promoting tolerance. Gangs, hate crime and challenging extremism	RSE	Subtopic 1: Multi-Cultural Britain <ul style="list-style-type: none"> Relationships with Europe and the rest of the world History of diversity in the UK 	C10 , 2a , 2b , 2c , 2d	This topic combines citizenship education and statutory requirements as part of the Prevent Duty to address hate crimes, extremism and radicalisation. It also forms part of our wider safeguarding strategies as a school to ensure that students know signs and behaviours to look out for, potential dangers and where to report concerns. These subtopic are grounded in British values and our respect for others.
	SMSC			
	PC			
	FBV	Subtopic 2: Tackling hate crime <ul style="list-style-type: none"> Protected characteristics and Human Rights Hate Crimes in the UK – how to recognise these and reporting with confidence 	2a , 2b , 2c , 2d , 2e , 2f , 2h , 7a , 7b C12 3a , 3b , 3d	
	SxH			
	WW	Subtopic 3: Challenging extremism and radicalisation <ul style="list-style-type: none"> Understanding extremism and radicalisations e.g. identification and potential impact UN work against extremism and terrorism 	C11 , C12 C13 , 2c , 2d , 2e , 2f , 2h , 7a , 7b	
	HW	British Values Subtopic: Individual liberties <ul style="list-style-type: none"> Links to the freedoms enjoyed by all British citizens and how everyone should work to protect these 	C12	
	Citz			
CEIAG				

Year 10 Medium Term Plans

Y10 Overview

Y10 Subtopic Breakdown



Sum 2	Themes	Subtopic breakdown	Statutory Links	Sequencing
Keeping finances secure Gambling, debt, cybercrime, fraud and the importance of keeping your details safe online.	RSE	Subtopic 1: Gambling <ul style="list-style-type: none"> Reasons for engaging with gambling Risks and potential impact of gambling behaviours Promoting resilience to gambling and develop strategies to resist impulsive behaviour 	C15	From the data available, around 2 million people in the UK are likely to be at risk of harm through gambling, with an additional 400,000 having developed a serious gambling disorder. Latest statistics linked to young people and gambling are available here* This topic is part of citizenship education and is targeted at Year 10, where we deem this most appropriate and enables us to build on knowledge from Y8 on Financial Literacy. This topic addresses the theme of cybercrime which is one of the fastest rising crimes in the UK, and is particularly common amongst young people, with 61% of hackers beginning hacking before the age of 16, and with some becoming involved with illegal online activity as young as 12. Year 10 is a pertinent opportunity to provide young people with the knowledge needed to make informed decisions.
	SMSC			
	PC	Subtopic 2: Cybercrime <ul style="list-style-type: none"> Causes of cybercrime Impact of cybercrime and strategies to avoid or exit risky situations relating to cybercrime 	C15, C12	
	FBV			
	SxH			
	WW	Subtopic 3: Online fraud and money mules <ul style="list-style-type: none"> Identifying online fraud Explain risks of becoming a money mule including financial and legal consequences Evaluate ways to prevent being drawn into fraudulent actions Support available for online fraud 	C15	
	HW			
	Citz	British Values Subtopic: Rule of law <ul style="list-style-type: none"> Laws surrounding online crimes 	C12	
CEIAG				

*Headline statistics (gamblingcommission.gov.uk)



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INSPIRING BEYOND MEASURE

Year 11

Year 11 Medium Term Plans – Click on [Headings](#) to see Subtopic breakdown

Y11 Subtopic Breakdown



Aut 1	Themes	Aut 2	Themes	Spr 1	Themes	Spr 2	Themes	Sum 1	Themes	Sum 2	Themes	
Building for the Future Self-efficacy, stress management, mental health and future opportunities.	RSE	Post 16 Transitions Writing CVs, different types of employment and apprenticeships.	RSE	Families and Relationships Parenting and family conflicts. Different long-term commitments, marriage and forced marriage. FGM.	RSE	Self-Examination and Sexual Health Sexual health, self-examination, blood donations, stem cell donation, fertility and the menopause.	RSE	Being Independent Being ready for progression, rights and responsibilities and active citizenship.	RSE		RSE	
	SMSC		SMSC		SMSC		SMSC		SMSC		SMSC	SMSC
	PC		PC		PC		PC		PC		PC	PC
	FBV		FBV		FBV		FBV		FBV		FBV	FBV
	SxH		SxH		SxH		SxH		SxH		SxH	SxH
	WW		WW		WW		WW		WW		WW	WW
	HW		HW		HW		HW		HW		HW	HW
	Citz		Citz		Citz		Citz		Citz		Citz	Citz
	CEIAG		CEIAG		CEIAG		CEIAG		CEIAG		CEIAG	CEIAG

RSE	Relationships & Sex Education	SMSC	Social, Moral, Spiritual & Cultural	PC	Protected Characteristics	FBV	Fundamental British Values	CEIAG	CEIAG
Sx H	Sexual Harassment	WW	Wider World (Inc Online Safety)	HW	Health and Wellbeing	Citz	Citizenship		

Year 11 Subtopic Breakdown

Y11 Overview



Aut 1	Aut 2	Spring 1
Building for the Future	Post 16 Transitions	Families and Relationships
1. Emotional wellbeing and stress	1. Knowing the Curriculum Vitae	1. Parenting and family conflict
2. Work life balance	2. Producing a CV	2. Long-term commitment
3. Morrisby	3. Different types of employment at 16	3. Forced marriage and FGM
4. <i>Promoting emotional wellbeing (NWA only)</i>	4. <i>Additional lesson on Morrisby (NWA only)</i>	4. <i>Forced marriage and FGM separate lessons (NWA only)</i>
FBV: Respect		FBV: Rule of Law
Spr 2	Sum 1	Sum 2
Self-Examination and Sexual Health	Being Independent	
1. Sexual health, fertility and routes to parenthood	1. Being ready for progression	
2. Pregnancy outcomes: miscarriage and abortion	2. Rights in workplace and society	
3. Self-examination and screening	3. Young adult responsibilities in society	
4. <i>Stem cell and organ donation (NWA only)</i>	4. <i>Budgeting for life (NWA only)</i>	
FBV: Individual liberties	FBV: Democracy	

Theme

Health & Wellbeing

Relationships

Wider World Inc CEIAG


Citizenship

Year 11 Medium Term Plans

Y11 Overview

Y11 Subtopic Breakdown




Aut 1	Themes	Subtopic breakdown	Statutory Links	Sequencing
Building for the future Self-efficacy, stress management, mental health and future opportunities.	RSE	Subtopic 1: Emotional wellbeing and stress <ul style="list-style-type: none"> Managing challenges and expectations Promoting positive mental health and being realistic Motivation, perseverance and resilience 	6a, 6b, 6c, 6d, 6e 7a, 7b 8a 10e, 10c 11e	The first topic of Year 11 provides students with a review of key themes around mental health. This is a timely reminder of managing time effectively between revision and other commitments, family and leisure time. In Year 11, all students will have an appointment with an impartial career's advisor. This lesson allows time to complete a survey about future aspirations to help support this interview. This subtopic should be completed as a priority, ideally the first lesson of the year.
	SMSC	Subtopic 2: Work life balance <ul style="list-style-type: none"> Maintaining a good work/life balance during GCSE examinations Healthy coping strategies 	6b, 6c, 6e, 6f	
	PC			
	FBV	Subtopic 3: Morrisby <ul style="list-style-type: none"> Y11 Careers Interview preparation 		
	SxH	Subtopic 4: Promoting emotional wellbeing (NWA only) <ul style="list-style-type: none"> Managing judgement from others and challenging stereotyping Managing ambition and unrealistic expectations 	6a, 6c, 6e	
	WW			
	HW	British Values Subtopic: Respect <ul style="list-style-type: none"> Self-respect and respecting boundaries you put in place to support yourself 		
	Citz			
CEIAG				

Year 11 Medium Term Plans

Y11 Overview

Y11 Subtopic Breakdown



Aut 2	Themes	Subtopic breakdown	Sequencing
<p>Post 16 Transitions Writing CVs, different types of employment including apprenticeships and traineeships</p>	RSE	<p>Subtopic 1: Knowing the Curriculum Vitae</p> <ul style="list-style-type: none"> Understanding what CV's are and how they should be used Recognising the importance of the 'personal statement' within CV's Understanding the law around part time jobs and employment for 15/16 year olds. 	<p>This topic builds on subtopics linked to application forms in Year 10 as students learn about the different ways in which they apply for jobs. As many students begin to consider the prospect of a part time job as they near or turn 16, it is an appropriate time to encourage this to begin after GCSE's. For those students already in work, it is important for them to reflect on how this may be affecting their studies. Within this topic, there is the opportunity to ensure that students in Year 11 recognise the types of employment that they can access after 16.</p>
	SMSC	<p>Subtopic 2: Producing a CV</p> <ul style="list-style-type: none"> Students produce the written basis of a CV which could be transferred to a digital format at a later date 	
	PC	<p>Subtopic 3: Different types of employment at 16</p> <ul style="list-style-type: none"> Understanding the different employment routes at 16 including apprenticeships & traineeships Identifying the laws around employment routes at 16 Recognising the long term benefits and challenges of each route 	
	FBV	<p>Subtopic 4: <i>Additional lesson on Morrisby (NWA only)</i></p> 	
	SxH		
	WW		
	HW		
	Citz		
CEIAG			

Year 11 Medium Term Plans

Y11 Overview

Y11 Subtopic Breakdown



Spr 1	Themes	Subtopic breakdown	Statutory Links	Sequencing
Families and Relationships Parenting and family conflicts. Different long-term commitments, marriage and forced marriage. FGM.	RSE	Subtopic 1: Parenting and family conflict <ul style="list-style-type: none"> Roles and responsibilities of parents in raising children Characteristics of normal family life Managing conflict in families and reconciliation 	1a, 1b, 1g, 1f, 2a, 2d, 2b	This topic revisits subtopics of forced marriage and FGM, previously taught in KS3 to review understanding around these important safeguarding issues. Family conflicts are addressed and how these might coincide around times of increased stress e.g. GCSE examinations. Students are taught about reconciliation, compromise and managing conflicts effectively. At this stage, students have a good understanding of relationships and at this point we build on this knowledge by looking at different types of long-term commitment. Students are taught key information around laws with surround marriage/civil ceremonies/unregistered ceremonies and the protection these relationships afford.
	SMSC	Subtopic 2: Long-term commitment <ul style="list-style-type: none"> Different types of long-term committed relationships and legal status Marriage and protections not available to couples who are co-habiting or who have married, for example, in an unregistered religious ceremony 	5a	
	PC	Subtopic 2: Long-term commitment <ul style="list-style-type: none"> Different types of long-term committed relationships and legal status Marriage and protections not available to couples who are co-habiting or who have married, for example, in an unregistered religious ceremony 	1a, 1b, 1c, 1d, 1e, C12	
	FBV	Subtopic 3: Forced marriage and FGM <ul style="list-style-type: none"> Laws around forced marriage and FGM Signposting support 	4a, 4b, C11, C12,	
	SxH	Subtopic 4: Forced marriage and FGM separate lessons (NWA only) <ul style="list-style-type: none"> Laws around forced marriage and FGM Signposting support 	4a, 4b	
	WW	Subtopic 4: Forced marriage and FGM separate lessons (NWA only) <ul style="list-style-type: none"> Laws around forced marriage and FGM Signposting support 	4a, 4b	
	HW	British Values Subtopic: Rule of law <ul style="list-style-type: none"> Laws surrounding relationships 	4a, 4b	
	Citz	British Values Subtopic: Rule of law <ul style="list-style-type: none"> Laws surrounding relationships 	4a, 4b	
CEIAG				

Year 11 Medium Term Plans

Y11 Overview

Y11 Subtopic Breakdown



Spr 2	Themes	Subtopic breakdown	Statutory Links	Sequencing
<p>Self-Examination and Sexual Health Sexual health and self-examination. Pregnancy outcomes. Routes to parenthood, fertility and the menopause.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>* Parents have the right to withdraw students from some or all of sex education. See p5 for details.</p> </div>	RSE	<p>Subtopic 1: Sexual health, fertility and routes to parenthood</p> <ul style="list-style-type: none"> Sexual health and prevention of unplanned pregnancy How fertility changes over time and different routes to becoming a parent e.g. fostering, adoption, IVF 	<p>5b, 5c, 5f, 5i, 5j, 5l 9a C13</p>	<p>This final topic on sexual health builds on knowledge from Year 9 and Year 10 on STIs. It considers the importance of looking after your health and the potential impact on future fertility. This links to knowledge around risky behaviours and healthy lifestyles. Subtopics inform students about miscarriage and support available as well as the laws relating to abortion. Subtopics also look at self-examination which is advised to take place at late secondary stage and fits effectively in this topic. The subtopic on self-examination and screening emphasises how important it is to check our bodies for abnormalities to support early identification of ill health. It aims to empower students to report concerns early to safeguard their health.</p>
	SMSC	<p>Subtopic 2: Pregnancy outcomes: Miscarriage and abortion</p> <ul style="list-style-type: none"> Facts around miscarriage and abortion Sexual health and prevention of unplanned pregnancy 	<p>5g, 5h, 5l C11</p>	
	PC			
	FBV	<p>Subtopic 3: Self-examination and screening</p> <ul style="list-style-type: none"> Screening for STIs and access to sexual health clinics Self-examination for cancers 	<p>5i, 5l, 9a 11c</p>	
	SxH			
	WW	<p>Subtopic 4: Stem cell and organ donation (NWA only)</p> <ul style="list-style-type: none"> Information linked to stem cell and organ donation Age limits and individual rights surrounding this 	<p>8c</p>	
	HW	<p>British Values Subtopic: Individual liberties</p> <ul style="list-style-type: none"> Rights and laws around abortion Individual liberties for anyone wanting to become a parent e.g. couples and single parents 	<p>C11, C12</p>	
	Citz			
CEIAG				

Year 11 Medium Term Plans

Y11 Overview

Y11 Subtopic Breakdown



Sum 1	Themes	Subtopic breakdown	Statutory Links	Sequencing
Being independent Being ready for progression, rights and responsibilities and active citizenship.	RSE	Subtopic 1: Being ready for progression <ul style="list-style-type: none"> Being prepared for post-16 transition Reflecting on managing change Availability of support 	7a	This final topic for Year 11 students provides the practical knowledge needed to successfully navigate post-16 transition. This includes ensuring students know how to register for various local services as well as individual rights and responsibilities of all UK citizens. This is linked to workplace rules as students will be old enough to start part-time work at 16.
	SMSC	Subtopic 2: Rights in workplace and society <ul style="list-style-type: none"> Protected Characteristics and Equality Act 2010 in the workplace Rights of employees e.g. contracts, working hours 	2h , C13 , 3a	
	PC			
	FBV	Subtopic 3: Young adult responsibilities in society <ul style="list-style-type: none"> Individual responsibilities e.g. Registering to vote, registering at a doctors, vaccinations 	11d C8	
	SxH			
	WW	Subtopic 4: Budgeting for life (NWA only) <ul style="list-style-type: none"> Review of key financial education e.g. payslips Effective budgeting and avoiding debt 	C15	
	HW	British Values Subtopic: Democracy <ul style="list-style-type: none"> Individual responsibilities in a democratic society Being an active citizen 		
	Citz			
	CEIAG			



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INSPIRING BEYOND MEASURE



[Relationships Education, Relationships and Sex Education and Health Education guidance
\(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Mapping Statutory RSE Content

1.Families

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
1a	that there are different types of committed, stable relationships.	★	★	★	★	★
1b	how these relationships might contribute to human happiness and their importance for bringing up children.			★		★
1c	what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.			★		★
1d	why marriage is an important relationship choice for many couples and why it must be freely entered into.			★		★
1e	the characteristics and legal status of other types of long-term relationships.		★	★		★
1f	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.			★		★
1g	how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	★	★	★	★	★



2. Respectful relationships including friendships

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
2a	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 different (non-sexual) types of relationship.	★	★	★	★	★
2b	practical steps they can take in a range of different contexts to improve or support respectful relationships.	★	★	★	★	★
2c	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).	★	★	★	★	★
2d	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs	★	★	★	★	★
2e	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	★	★	★	★	★
2f	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.		★	★	★	★
2g	what constitutes sexual harassment and sexual violence and why these are always unacceptable.			★	★	★
2h	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.	★	★	★	★	★



3. Online and the Media

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
3a	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	★	★	★	★	★
3b	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.	★	★	★	★	
3c	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	★	★	★		
3d	what to do and where to get support to report material or manage issues online.	★	★	★	★	
3e	the impact of viewing harmful content.			★	★	
3f	that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.			★	★	
3g	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. and sexual violence and why these are always unacceptable.			★	★	
3h	how information and data is generated, collected, shared and used online.	★	★	★		★



4. Being Safe

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
4a	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	★	★	★	★	★
4b	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	★	★	★	★	★



5. Intimate and sexual relationships, including sexual health

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
5a	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.		★	★	★	★
5b	that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.			★	★	★
5c	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and the menopause					★
5d	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.			★	★	
5e	that they have a choice to delay sex or to enjoy intimacy without sex.			★	★	
5f	the facts about the full range of contraceptive choices, efficacy and options available.			★		★
5g	the facts around pregnancy including miscarriage.			★		★
5h	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).			★		★
5i	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.			★		★
5j	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			★		★
5k	how the use of alcohol and drugs can lead to risky sexual behaviour.			★	★	
5l	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.			★	★	★



6. Mental Wellbeing

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
6a	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	★	★	★	★	★
6b	that happiness is linked to being connected to others.	★	★	★	★	★
6c	how to recognise the early signs of mental wellbeing concerns.		★		★	★
6d	common types of mental ill health (e.g. anxiety and depression).		★		★	★
6e	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	★	★		★	★
6f	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	★	★		★	★



7. Internet Safety and Harms

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
7a	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	★	★	★	★	★
7b	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	★	★	★	★	★

8. Physical Health and Fitness

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
8a	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	★	★		★	★
8b	the characteristics and evidence a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health	★	★	★	★	
8c	about the science relating to blood, organ and stem cell donation.					★

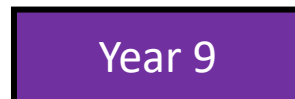
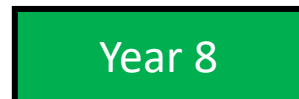


9. Healthy Eating

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
9a	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	★	★	★		★

10. Drugs, Alcohol and Tobacco

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
10a	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.		★	★	★	
10b	the law relating to the supply and possession of illegal substances.		★	★		
10c	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.		★		★	
10d	the physical and psychological consequences of addiction, including alcohol dependency.		★		★	★
10e	awareness of the dangers of drugs which are prescribed but still present serious health risks.		★		★	★
10f	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	★	★		★	

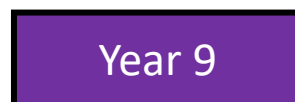
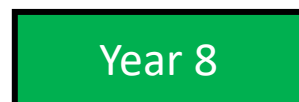


11. Health and Prevention

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
11a	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	★				
11b	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.	★				
11c	(late secondary) the benefits of regular self-examination and screening					★
11d	the facts and science relating to immunisation and vaccination.			★		★
11e	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.		★	★	★	★

12. Basic First Aid

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
12a	basic treatment for common injuries.	Drop Down Event			Drop Down Event	
12b	life-saving skills, including how to administer CPR.					
12c	the purpose of defibrillators and when one might be needed.					



13. Changing Adolescent Body

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
13a	key facts about puberty, the changing adolescent body and menstrual wellbeing.	★				
13b	the main changes which take place in males and females, and the implications for emotional and physical health.	★				



Year 7

Year 8

Year 9

Year 10

Year 11



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[National Curriculum - Citizenship key stages 3 and 4 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Mapping Statutory Citizenship Content

a. Key Stage 3 Citizenship

Matrix	Statutory Content	Year 7	Year 8	Year 9
C1	the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch		★	
C2	the operation of Parliament, including voting and elections, and the role of political parties		★	
C3	the precious liberties enjoyed by the citizens of the United Kingdom	★	★	
C4	the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals	★	★	★
C5	the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities		★	
C6	the functions and uses of money, the importance and practice of budgeting, and managing risk.		★	



b. Key Stage 4 Citizenship

Matrix	Statutory Content	Year 10	Year 11
C7	parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press	★	
C8	the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond	★	★
C9	other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom	★	
C10	local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world	★	
C11	human rights and international law	★	★
C12	the legal system in the UK, different sources of law and how the law helps society deal with complex problems	★	★
C13	diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	★	★
C14	the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	★	
C15	income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.	★	★

