

<b>Concept</b>	<b>Explanation of concept</b> An exploration of the diverse society we live in, both nationally and globally. This core theme allows students to gain an understanding of their own identity, as well as gaining an insight into others. Students are encouraged to develop empathy for others and support others who may be different, and whom most result from them.
<b>Celebrating Diversity &amp; Equity</b>	
<b>Rights, Responsibilities &amp; British Values</b>	Within this core theme, students gain an insight into the British society, as we know it today. This includes, new, policies and processes, including how to report a crime, Crime and punishment and how offenders are dealt with, including the forces and justice of this issue. With a lot of room for safe discussion this unit asks students to think clearly and evaluate the effectiveness of the British and Global rule of justice.
<b>Staying Safe Online and Offline</b>	Dealing with safety both in the real and online world. This theme offers advice and support how to keep safe and where to turn for if needed. In addition, with the technological world's growth we move every day, this theme shows both the positive and negative impacts of technology on individuals. Key focus within this theme include: drugs, gangs (including county lines), knife crime, peer pressure, as well as issues relating to medication use.
<b>Life Beyond School</b>	Introduced at the end of Year 6, this theme focuses on the beyond school. The future concepts discussed range from options and career paths, personal happiness and finance. This unit aims to help develop a pupil's self respect and show them there is an individual and global citizen.

Year 7	Half term 1 (7 weeks)	Half term 2 (7 weeks)	Half term 3 (6 weeks)	Half term 4 (6 weeks)	Half term 5 (5 weeks)	Half term 6 (7 weeks)
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<b>Learning</b>	Respecting others - a series of lessons which focus on respect, empathy, and highlight the importance of always being kind but bullying.	Life after school - healthy lifestyle - road safety, healthy eating, footwear safety. A series of lessons on staying safe and making informed decisions on how to keep safe.	Staying Safe Online and Offline - An introduction into keeping safe both in the real world, and in the world of technology. Touching on issues such as online safety, drugs, gangs, influencers and peer pressure.	What is politics? What is a Parliament? How does it affect me? - To explore the basics of politics, how the country is run.	Before the summer break, we discuss safety under different topics: Drugs and alcohol and addiction - providing age appropriate knowledge about substance use and the understanding of skills to manage influence young people experience in relation to tobacco, alcohol and other drugs. This lesson introduces concepts of substance use through a focus on the risks and effects of alcohol consumption.	
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<b>Concepts</b>	<b>Celebrating Diversity &amp; Equity</b>	<b>Life Beyond School</b>	<b>Staying Safe Online and Offline</b>	<b>Rights, Responsibilities &amp; British Values</b>	<b>Life Beyond School</b>	<b>Staying Safe Online and Offline</b>
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<b>Sticking Points</b>	What is your identity? Respect and Empathy Bullying and Exclusion Resolving challenges Similarities and differences/peer influence Self-awareness: work in pairs - safety	What is a healthy lifestyle? Road safety Healthy eating and healthy choices Influencers when staying healthy Road safety	Staying Safe Online and Offline PSL 10 as we responsible with social media Colour coding, grooming and addiction Bash for Bash Locals Transferrals PSL 10 - the healthy vs. unsafe?	British Values - explained What is politics? What is a Parliament? Living for others Having our voices heard PSL 10 - the healthy vs. unsafe?	Using our phones sensibly - PSL ID Living for others Transition Substance	Using our phones sensibly - PSL ID Living for others Transition Substance
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<b>PSHE Association core theme</b>	Health and wellbeing Using the wider world	Health and wellbeing Using the wider world	Health and wellbeing Using the wider world	Health and wellbeing Using the wider world	Health and wellbeing Using the wider world	Health and wellbeing Using the wider world
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<b>PSHE Association - Specific Links</b>	Health themes: H1 - H13, H14, H15, H16, H17, H18, H19 H1: to recognise and manage what influences their choices about physical activity H2: to understand what can affect wellbeing and resilience (e.g. diet, change, relationships, relationships and employment) H3: how we are all unique that recognizing and demonstrate personal strengths build self-confidence, self-esteem and good health and wellbeing H4: to understand what can affect wellbeing and resilience (e.g. diet, change, relationships, relationships and employment) H4: simple strategies to help build resilience to negative opinions, judgments and comments H5: how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H6: about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them H7: indicators of positive, healthy relationships and unhealthy relationships, including online H8: about the similarities, differences and what is unique among people of different cultures, nationality, ability, sex, gender identity, age or social background H9: to identify and describe personal values in themselves, how and social relationships H10: the importance of trust in relationships and the behaviours that can undermine a trust build	Health themes: H1 - H13, H14, H15, H16, H17, H18, H19 H1: to recognise and manage internal and external influences on decisions which affect health and wellbeing H2: the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise and other activities H3: the benefits of physical activity and exercise for physical and mental health and wellbeing H4: to recognise and manage what influences their choices about physical activity H5: the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choice H6: what might influence decisions about eating a balanced diet and strategies to manage food choice H7: the importance of taking reasonable responsibility for their own physical health including identifying and setting goals H8: self-examination to help identify, understand and manage personal safety in increasingly independent situations H9: how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H10: about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them H11: indicators of positive, healthy relationships and unhealthy relationships, including online H12: about the similarities, differences and what is unique among people of different cultures, nationality, ability, sex, gender identity, age or social background H13: to identify and describe personal values in themselves, how and social relationships H14: the importance of trust in relationships and the behaviours that can undermine a trust build	Health themes: H1 - 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<b>Citizenship National Curriculum</b>				the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch. The operation of Parliament, including voting and elections, and the role of political parties. The structure of the British state (the citizens of the United Kingdom)		
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<b>Fundamental British Values</b>	Mutual respect and tolerance	Individual liberty Rule of law - democracy/good justice	Mutual respect and tolerance Individual liberty Rule of law	Mutual respect and tolerance Individual liberty Rule of law	Individual liberty Rule of Law Mutual respect and tolerance	Individual liberty Rule of Law Mutual respect and tolerance
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<b>Aos</b>	Lesson 1 - I can describe my identity. I understand a range of influences on my identity. I'm able to express myself at home and at school. Lesson 2 Students will be able to identify a range of strategies for making and maintaining positive friendships. Describe or demonstrate how to empathise with peers. Analyse the effectiveness of strategies that can be used to include others. Lesson 3 Students will be able to identify bullying in its forms and the potential impact it can have on someone. Discuss both skills and strategies to prevent bullying. Explain how and when to communicate concerns about friendships and bullying, including online. Lesson 4 Students will be able to identify how to distinguish between healthy and unhealthy communication within friendships, including online. Explain possible forms of communication used during friendships (challenges or conflicts) and what potential impact. Demonstrate conflict management skills and strategies to resolve after disagreements. Evaluate and strategies to risk situations and how to access support. Lesson 5 Students will be able to explain how a culture of equality and inclusion can reduce bullying. Describe strategies for managing peer influence, including online. Analyse the role peers can play in supporting one another to resist pressure and influence, in relation to bullying. Develop our skills of empathy and respect.	Health themes: H1 - I know what a balanced lifestyle is and why it is important. I can make informed decisions when I consider food and physical activity. I understand the links between diet, food and physical activity and how it can affect overall daily health and performance. Responsibility healthy: I know how to access health services. I understand how to maintain personal hygiene including oral health and preventing infections. I am able to take responsibility for my own personal health and safety and welfare. Pressure - Explain the link regarding teamwork. Use Assess to relate to friends and families. Evaluate strategies for managing personal safety in relation to friends and families. Road safety - to understand about the personal responsibilities young people have when travelling on the road and how to manage the risks involved.	Health themes: H1 - I know what a balanced lifestyle is and why it is important. I can make informed decisions when I consider food and physical activity. I understand the links between diet, food and physical activity and how it can affect overall daily health and performance. Responsibility healthy: I know how to access health services. I understand how to maintain personal hygiene including oral health and preventing infections. I am able to take responsibility for my own personal health and safety and welfare. Pressure - Explain the link regarding teamwork. Use Assess to relate to friends and families. Evaluate strategies for managing personal safety in relation to friends and families. Road safety - to understand about the personal responsibilities young people have when travelling on the road and how to manage the risks involved.	I understand a wide range of risks associated with internet use. I know how to reduce the risks associated with being online. I can identify a gaming addiction. I understand a range of risks associated with online gaming. I understand the importance of reporting anything suspicious; I can help others. I can recognise an unsafe friendship. I know how to manage healthy and unhealthy friendships. I know what to do when I am in a bad situation.	Lesson 1 - I can explain the British Values and why they are important to citizens. Lesson 2 I can explain how the Government is formed. I understand the different types of elections held within the UK. I can explain when someone is voting is important. Lesson 3 I understand what makes up the UK Parliament. I know what a democracy is. I can explain the role of a MP and how they help to run the country. Lesson 4 I understand what a general election is. I can explain the importance of exercising your rights to vote. I know how to have our voices heard. Lesson 5 Class election. To recognise what issues matter to us. To understand what a political party is. To apply our own knowledge and to create a new political party for the UK. Lesson 6 end of unit assessment task.	Phone safety lesson - Evaluate the use of mobile phones. Identify and explain solutions to prevent problems. Learn how to use a mobile phone safely and smartly. Demonstrate skills of respect and net-netting for others. I know a range of ways I can care for others, emotionally and physically. Transition/health lesson 1 - Know the importance of managing your physical health and mental health. Know how to identify and manage personal safety in increasingly independent situations, including online. Know how to identify and manage personal safety in increasingly independent situations, including online. Know how to identify and manage personal safety in increasingly independent situations, including online.	Lesson 1 - I know which risks are high in sugar content. I am able to make healthy choices with regards to what I drink. I understand the risks associated with drug drinks and caffeine. Lesson 2 - I know what alcohol and the different terms it comes in. I can explain the short and long term impacts of alcohol use. I can explain the impact alcohol misuse has on society. Lesson 3 - I understand all of the health consequences of smoking. I understand how the government is helping people to quit smoking. I know the difference between smoking and vaping. I understand the risks associated with vaping.
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<b>Common Misconceptions</b>	I identify something which can not change. The equality act means that everyone is treated equally. Autism means and arguments/abuse is the same thing. Students may have misconceptions as to what is allowed and what is not allowed during Half term.	The equality act means that everyone is treated equally. Autism means and arguments/abuse is the same thing. Students may have misconceptions as to what is allowed and what is not allowed during Half term.	Peer pressure only relates to alcohol. You can not be addicted to nicotine.	All countries are run the same. A political party is an MP's party. Parliament and government are the same thing. The House and Parliament submit MP's bills.	There will be a range of understanding regarding mobile phones amongst a Y7 class. Some pupils will already have a phone and may use social media (even though the age limits are mostly set at 13+), which other pupils will have minimal experience with using a mobile.	Peer pressure only relates to alcohol. Alcohol is not a drug. E-Cigs are safe. You can not become addicted to caffeine and energy drinks.
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<b>Year 8</b>						
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<b>Learning</b>	Respecting and community - addressing discrimination and extremism. Learning about the diverse society we live in, including the issues of stereotyping, inclusion and equality, including the equality act and protected characteristics.	Keeping safe PSL 10, five lessons are designed to support pupils in developing strategies to keep themselves and others safe.	Understanding the Law - To introduce students to the concept and purpose of law and to begin to consider what the law is for, to maintain a civilised and a successful society.	Citizenship - an insight into the roles and responsibilities of citizens in the UK. Students will understand that citizenship is the skills to enable a community to succeed.	Examining the ability, money and finance	A range of post-16 routes to support pupils to develop strategies to access safe, healthy relationships.
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<b>Concepts</b>	<b>Celebrating Diversity &amp; Equity</b>	<b>Staying Safe Online and Offline</b>	<b>Celebrating Diversity &amp; British Values</b>	<b>Celebrating Diversity and equality</b>	<b>Life Beyond School</b>	<b>Staying Safe Online and Offline</b>
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<b>Sticking Points</b>	How we are diverse and inclusive and why? How can we be responsible road users? What makes a gang? What is a cyber criminal exploitation? What is a scammer?	How can we be responsible road users? What makes a gang? What is a cyber criminal exploitation? What is a scammer?	What are protected characteristics? What is a hate crime? What do we mean by 'victimisation'?	Charity Public institutions and equality groups - good shepherd charity/food banks Living together in harmony PSL	Money 1 - Budgeting Money 2 - Understanding credit and debt Money 3 - Money confidence Bank accounts, interest and credit	Using our phones sensibly - PSL ID Living in the wider world Health and wellbeing Relationships
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<b>PSHE Association core theme</b>	Relationships Using the wider world	Relationships Using the wider world	Relationships Using the wider world	Relationships Using the wider world	Relationships Using the wider world	Relationships Using the wider world
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<b>PSHE Association - Specific Links</b>	H17. To recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang, strategies to access appropriate help. H18. To manage personal safety in relation to travel, such as cycle safety, young driver and passenger safety. H19. About the factors that contribute to young people joining gangs, the social, legal and physical consequences of gang behaviour. H20. Strategies to manage pressure to join a gang, and strategies and how to access appropriate support. H21. The characteristics of abusive behaviour, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation. H22. To recognise warning signs, including online, how to report abuse behaviour to access support for themselves or others. H23. About the concepts of dependence and addiction, including awareness of how to overcome addiction. H24. 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