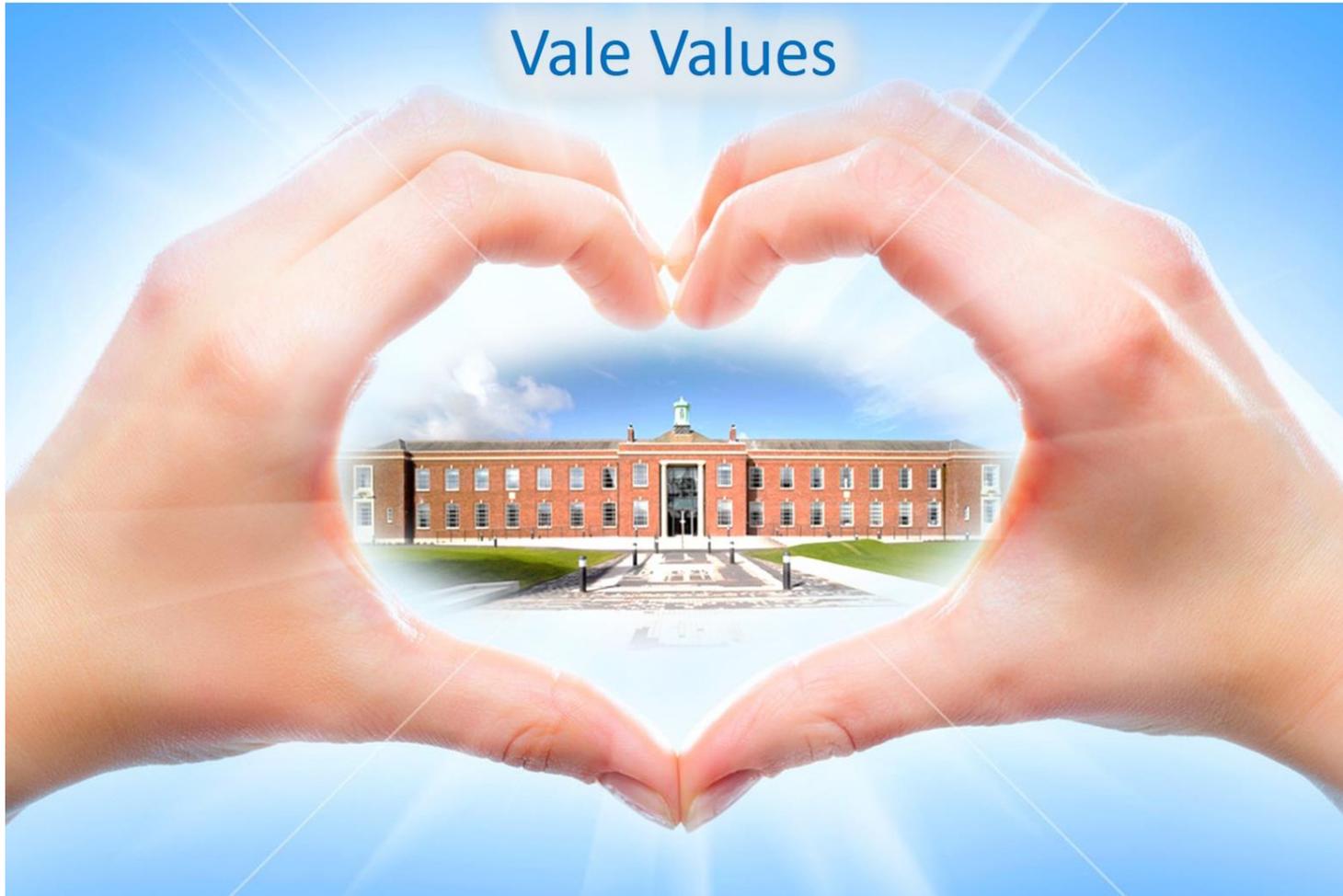


Vale Values



LTP with KSU

Year 7	Topic	Knowledge	Skills	Understanding
<b>Term 1 Sep-Dec</b>	<b>Half term 1 Health and Wellbeing.</b>	Students will know what the basic school rules and expectations are. They will know the difference between a fixed and growth mind set. They will learn basic ways of keeping a healthy mind and body.	Students will start to develop skills and protocols needed for basic classroom discussion. They will begin to articulate their thoughts and ideas about physical and mental health using a variety of formats, from written work to visual posters.	Students will understand how actions lead to consequences. They will realise that they themselves are in full control of their destinies. They will also understand that rules and protocols are essential in school and are there to benefit them.
	<b>Half term 2 Living in the wider world</b>	Students learn safety rules and procedures in the run up to bonfire night. They will be introduced to Citizenship, British Values and politics. They will learn more about positive thinking, building confidence and facing challenge.	Students will communicate their ideas and opinions about British Values through more classroom discussion, quizzes and debates. Presentation skills in exercise books will be honed. They will begin to think critically and more positively.	Students will understand why rules are important in wider society, not just school. They will realise why British Values are important and how they relate to school values. They will see that confidence, tenacity and positivity are key to success.
<b>Term 2 Jan-Easter</b>	<b>Half term 3 Relationships</b>	Students will know what a healthy relationship is and recognise key features. They will know what constitutes a “good friend”. They will learn about different types of emotion.	Students will learn how to express their emotions in an appropriate way. They will begin to utilise coping strategies to deal with their emotions. They will develop teamwork and problem solving skills.	Students will understand how healthy relationships rely on good communication. They will realise that not all relationships are positive. They will also realise that good relationships have RESPECT as their cornerstone.
	<b>Half term 4 Health and Wellbeing</b>	Students will be made aware of unhealthy coping strategies (self harm etc...) and how to adopt healthy coping strategies: exercise / sleep and vaccinations. They will learn facts about puberty and be made sensitively aware of FGM.	Students will differentiate between positive and negative coping strategies. They will articulate their own feelings towards puberty and think critically about issues around FGM.	Students understand how to replace negative coping strategies with positive alternatives. They will realise how puberty will change them both physically and psychologically. They will understand arguments for and against FGM but also understand that FGM is illegal in the UK (and also illegal for a UK National to seek FGM abroad).
<b>Term 3 Easter-July</b>	<b>Half term 5 Living in the wider world</b>	Students will know which clubs and societies there are in school and how to access them. They will learn which clubs and societies exist in the local community. They will learn further facts about government, voting and the British monarchy.	Students will collaborate to not only join clubs and societies, but form them. They will negotiate and use team-work to make this happen. They will think critically about our system of democracy, weighing up the pros and cons of such a system.	Students will understand the enriching benefits of clubs and societies within school. They will relate these to the wider world and their local environment. They will realise the importance and relationship between our systems of government, monarchy and DEMOCRACY.
	<b>Half term 6 Relationships</b>	Students learn how the media portrays different forms of relationships. They will learn about the many facets of marriage, long term commitment, parenthood and caring. Know that relationships can break up, sometimes very suddenly.	Students will articulate their feelings about successful and unsuccessful relationships in group / peer discussion. They will learn and begin to implement strategies to cope with loss and the breakdown of relationships.	Students will understand the differences between different forms of relationship. They will realise the benefits and understand the issues connected with long-term relationships. They will realise that when relationships end, there are some very effective coping strategies to help.

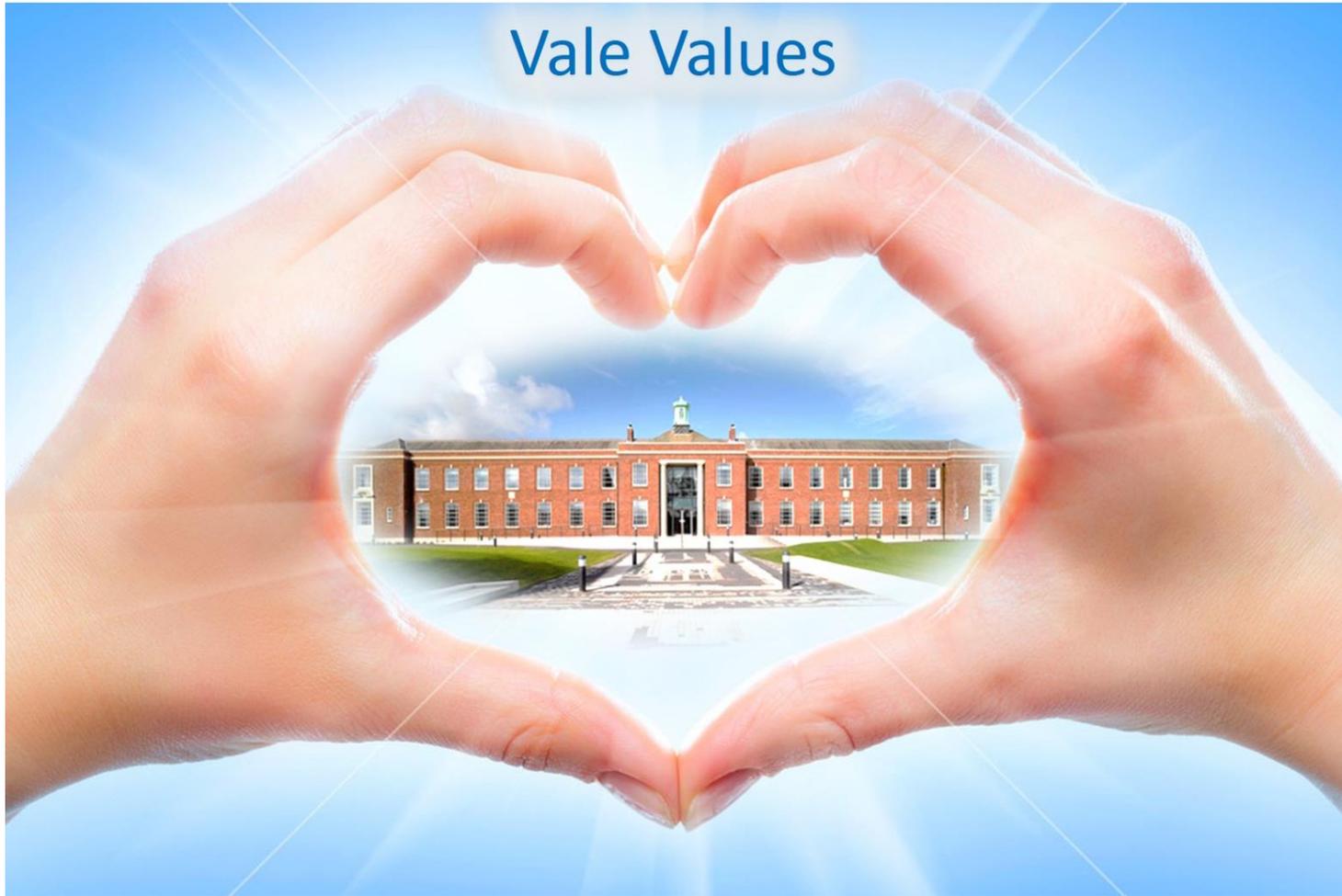
Year 8	Topic	Knowledge	Skills	Understanding
<b>Term 1 Sep-Dec</b>	<b>Half term 1 Health and Wellbeing.</b>	Facts and figures regarding the dangers of smoking and drinking alcohol will be learnt. Road safety information is covered in depth and the students learn CPR, emergency procedures and basic first aid.	Classroom discussion regarding alcohol and tobacco will involve much teamwork and communication. Students process facts and figures to reach their own conclusions. They all create a road safety sign for the A666. All students will be equipped with basic CPR life-saving skills.	Students will understand the links that smoking / alcohol have with specific health conditions. They will realise that both can lead to addiction which in turn has other negative implications. They will understand how and why certain first aid / emergency procedures are appropriate to specific situations.
	<b>Half term 2 Living in the wider world</b>	British Values are revisited, this time in relation to human rights. Students learn what human rights are then explore the idea of equality, tackling racism and gender stereotypes. They will know their strengths, attributes and aspirations. They will then learn what career possibilities exist for them.	Students create an illustrated slogan tackling racism. They articulate their ideas and opinions about British Values through more classroom discussion, quizzes and debates. They complete a questionnaire about their own strengths, then devise a plan aimed to maximise success	Students will understand how and why human rights exist by linking them to events in history. They will realise that although human rights are universal, we are not all equal. They will understand that we can channel our different skills and attributes towards specific career goals. They understand how tenacity and positivity lead to success.
<b>Term 2 Jan-Easter</b>	<b>Half term 3 Relationships</b>	Students will study phobic behaviour / bullying and abuse in all its forms. They learn what support services are on offer. They learn about peer pressure and how it is linked to addiction, dependence and illegal activity.	Role play of abusive situations will further develop teamwork, collaboration and problem solving skills. Students produce written accounts of when they have been bullied or mistreated, expressing their feelings and emotions.	Students will understand how bullying can lead to serious mental health issues. They will realise the relationship between peer pressure / bullying and how it can lead to addiction, dependency and crime.
	<b>Half term 4 Health and Wellbeing</b>	Students learn how to use legal medicines safely. They learn about cancer prevention and self examination. They learn facts regarding STI's, preventative measures and contraception.	Sorting through information, students categorize drugs into their different classes. They will annotate STI diagrams with subject specific scholarly vocabulary.	Students understand the difference between legal and illegal drugs and understand why they are sub-categorized. They will understand what an STI looks like and will realise the health implications for themselves and others. They will also realise that contraception requires negotiation.
<b>Term 3 Easter-July</b>	<b>Half term 5 Living in the wider world</b>	Students learn about a variety of money management issues: saving / budgeting/ spending / gambling / financial decision making and social / moral dilemmas about money use.	Teamwork: Students complete a gambling quiz based on facts and figures they have learnt. They write a letter to a betting company asking probing questions about their underhanded tactics. Discussion and debate pervade the whole topic.	Students understand why spending money in various ways can cause many issues and moral dilemmas. They will relate their own money management skills to those of industries and government. They will eventually understand why there is no "magic money tree".
	<b>Half term 6 Relationships</b>	Students learn about unhealthy friendships and gangs. They learn about knife crime and the laws attached to this and other weapons. Students learn about the pitfalls of on-line friendships, group chit chat, online image-sharing, privacy and peer pressure on-line. They will learn coping strategies and names of agencies that can help.	Students will communicate their experiences of harmful group relationships and peer pressure. They will articulate their feelings about successful and unsuccessful relationships in group / peer discussion. They will design an app to combat said issues and explain how the app would work.	Students will understand the differences between harmless friendship groups and the "gang" mentality. They will understand the futility of knife crime and realise there are more constructive alternatives. They will understand why on-line privacy and careful data sharing is so important in modern society.

Year 9	Topic	Knowledge	Skills	Understanding
<b>Term 1 Sep-Dec</b>	<b>Half term 1 Health and Wellbeing.</b>	Building on issues learnt in the previous half-term (online image sharing, etc... ) students explore online stress and body image. This leads on to eating disorders and mental health conditions. Drugs and alcohol are explored in greater depth.	Students will use image manipulation software to digitally enhance photographs of people to replicate techniques used by the media. They write letters of complaint to glossy magazines expressing their views. Classroom discussion too.	Students will understand that an “ideal body” is just a concept, not a reality in itself. They will realise that “beauty” is subjective and that fashions change over time. They will see the clear relationship between media pressure, body image and eating disorders.
	<b>Half term 2 Living in the wider world</b>	We RE-cap on the British value: respect, with a timely Remembrance Day lesson. We then explore how Britain nurtures respect through the law, policing, government, courts and our criminal justice system.	Students hold their own trial, replicating court procedures and protocols. They also use debating skills and cast their votes on a range of issues.	Students will understand why certain laws and systems exist in a democratic country. They will realise how laws are implemented and reinforced by all British institutions working together.
<b>Term 2 Jan-Easter</b>	<b>Half term 3 Relationships</b>	Students learn how friendships can often lead to intimate loving relationships and sex. Issues such as readiness for sex / delaying sex are explored. They learn about consent and what the law says.	Students will be able to discuss sexual issues in a mature way through group work and discussion. They will create posters about consent .	Students will understand the differences between companionship and a sexual relationship. They will understand age barriers and what constitutes illegal sex.
	<b>Half term 4 Health and Wellbeing</b>	Students learn about options and which careers these lead to. They then explore careers in the Health Service, learning much more about the different factions / departments and their roles. Students learn new first aid techniques and new information about more health conditions.	Students pair up and use teamwork to put someone in the recovery position. They recall information to complete various quizzes about the health service and health conditions. They collate all learnt information and design a NHS careers information leaflet. Students set themselves challenging but achievable career targets	Students understand the importance of choosing the right subject options to suit their career aspirations. They understand how the health service operates and realise how many career paths exist in this institution alone. They realise what qualities they need to work in the health service.
<b>Term 3 Easter-July</b>	<b>Half term 5 Living in the wider world</b>	Leading on from last term, students learn about various health risks associated with certain jobs. They learn what skills are required for enterprise. They study the concepts of risk, marketing and cash-flow, personal branding, image, reputation and on-line presence.	Students collaborate in small teams to design and create an advert for a confectionary bar. This requires teamwork, creativity, budgeting skills, entrepreneurialism, etc... Each student has a role within their small team and the least effective member is “fired” as in “the Apprentice”.	Students realise that they need to factor their lifestyles into their choice of employment in order to maintain a healthy work-life balance. They will realise that be enterprising and successful in a career sometimes requires ruthlessness (not just resilience and tenacity, as studied earlier in KS3).
	<b>Half term 6 Relationships</b>	Leading on from earlier in the year, students study how to seek and withhold consent in sexual relationships. They learn about the consequences of unprotected sex, such as unwanted pregnancy. They learn how the media portray sexuality and gender orientation. Students learn acceptable sex-related vocabulary.	Students categorize sex-related vocabulary into acceptable and unacceptable columns. They will discuss all issues at length and make notes during the related films. From the notes, they formulate their own opinions about all issues covered.	Students will understand why sex needs to be negotiated and at the right age. They will realise that the media often portray sexual behaviour in an unrealistic way. They will understand that unprotected sex has far-reaching consequences.

Year 10	Topic	Knowledge	Skills	Understanding
<b>Term 1 Sep-Dec</b>	<b>Half term 1 Health and Wellbeing.</b>	Both male and female body image is studied in depth over two weeks of lessons. The issues of tattoos, piercings and sun-tanning are explored. Students then study self-esteem in relation to the above issues plus strategies to boost self-esteem.	Students devise a campaign to help teenagers realise the dangerous dangers of tanning. This will involve collaboration and teamwork. They study a magazine article about tattoos and analyse it for signs of bias and prejudice.	Students will understand that all these body-alteration issues can have negative / long-lasting consequences. They realise that people will often make judgements about them based on pre-conceived ideas and myths surrounding body piercings, tattoos and tanning.
	<b>Half term 2 Living in the wider world</b>	Students learn about extremism in its varied forms. They learn about the dangers of extremism and how social media channels views and opinions. Students explore human rights in depth over several lesson leading up to “Human Rights Day” on 10 <sup>th</sup> December.	Students think critically about extremism, contrasting and comparing it to more innocuous concepts such as passion and fanaticism. They discuss how our school can help to combat extremism in the local community and devise an action plan.	Students understand that we have a shared responsibility to combat and overcome extremism. They realise that social media can often distort issues about extremism and narrow views. They understand how to identify signs of extremist behaviour and how to seek advice and support. They understand how and why human rights exist.
<b>Term 2 Jan-Easter</b>	<b>Half term 3 Relationships</b>	Students explore long-term relationships in more depth, looking at commitment, parenting, changes in relationships, loss, separation and domestic abuse. They learn about agencies like RELATE who help to salvage failing relationships.	Empathy skills are put to the test as students perform role plays. Two individuals pair up and list reasons why their relationships are failing. Others pair up and become the RELATE team, listening and offering helpful advice.	Students understand why some relationships break down. They realise that some factors are beyond control, but most factors are not. They understand that commitment involves give and take, effort and resilience. They also understand the impact of domestic abuse.
	<b>Half term 4 Health and Wellbeing</b>	Building on knowledge gained in year 9, eating disorders are investigated in greater depth. Students explore agencies that help. They also study how lifestyle choices can harm developing foetuses. More serious, life-threatening STIs are studied, such as AIDS.	Students critically assess the effectiveness of AIDS campaign posters of the 1980s. They contrast and compare those strategies to modern campaigns. From this, students design a modern-day AIDs campaign poster which includes up-to-date facts.	Students understand that lifestyle choices don’t just affect ourselves, they have far-reaching affects for others and for unborn children. Similarly, they realise the huge impact of life-threatening STIs. Students understand how and why the AIDs campaign has changed since the 1980s.
<b>Term 3 Easter-July</b>	<b>Half term 5 Living in the wider world</b>	Students re-assess their KS3 goals and aspirations. They explore how careers progress through training and networking. They study the ever-changing pattern of employment, work experience, rites and responsibilities at work, attitudes and values at work, customer service, confidentiality at work and whistle-blowing.	Students contrast and compare the goals and aspirations they have now, with those they made at KS3. After considering information learnt this half-term, they review their situation and formulate a new action-plan accordingly.	Students understand that there are far more considerations to choosing a career than those. They become more familiar with the advantages and pitfalls of their “dream career”. They also realise that employees have certain rites and responsibilities and understand what to do in certain challenging situations.
	<b>Half term 6 Relationships</b>	Leading on from year 9 work, students explore pornography, sexual diversity and how these are portrayed by the media. They will study manipulation, gender double-standards, stalking, harassment and how substances can affect sexual behaviour.	This topic requires classroom discussion and debate. Students expressing themselves in a sensitive and mature way will be credited accordingly. They write their opinions about whether or not we live in a depraved society.	Students understand the difference between mainstream images and pornography, recognising why pornography is inappropriate for minors and sometimes harmful. They understand the physical and psychological implications of sexual manipulation, stalking, harassment.

Year 11	Topic	Knowledge	Skills	Understanding
<b>Term 1 Sep-Dec</b>	<b>Half term 1 Health and Wellbeing.</b>	Building on knowledge learnt at KS3, students explore mental health in more detail identifying symptoms and causes of mental ill-health, focusing specifically on stress and grief. Students then study road safety from the perspective of a driver; what to do in emergencies plus what first aid strategies are appropriate. We re-cap and build upon CPR knowledge and other resuscitation tips.	Students demonstrate how to assess and help someone with mental health issues. They discuss, debate and create presentations to perform in class, focusing on one mental health condition per group. Students take notes and collate all the information they gather. Students also demonstrate effective CPR.	Students realise the prevalence of mental health issues in the UK and understand what help is available. They acknowledge the dangers of the road from a driver's / passenger's point of view and understand what procedures to follow in a safe car journey. Demonstration of CPR and other techniques also reveal understanding.
	<b>Half term 2 Living in the wider world</b>	Building on KS3 knowledge, students learn more about government, UK constitution, the role of the citizen, local and regional governance, democracies / dictatorships beyond the UK and our relationship with other countries. Our own diverse ethnic community is explored too. Personal finance is studied again looking this time at pensions mortgages and public spending	Students complete quizzes and questionnaires assessing all government-related issues. They discuss and debate the pros and cons of democracy. They demonstrate acceptance and respect for all of society. Through a series of written tasks, they clearly reveal their money-management skills.	Students understand that citizens are an integral part of a democratic society. They realise that our democracy cannot work without its many facets / departments and laws. They understand why racial tolerance is especially important in our particular town. Students also develop a more responsible attitude towards money management.
<b>Term 2 Jan-Easter</b>	<b>Half term 3 Relationships</b>	Building on year 10 knowledge, students learn more about contraceptives and how to access them. They learn reasons for adoption, abortion and foster care. They study fertility / infertility and how to seek professional help on all above issues.	Students display their understanding of this significant year and articulate this in mature discussion / written work. Quizzes and questionnaires are completed to assess their knowledge too.	Students realise that year 11 is a pivotal year regarding sexual freedoms, hurdles and pitfalls. They firmly understand the rites and responsibilities associated with consent and sexual conduct. They can empathise with couples who face fertility problems and understand the roles of various help agencies.
	<b>Half term 4 Health and Wellbeing</b>	Again, building on prior knowledge, students learn more about substance misuse and consequences. Habits, addiction and dependence are explored further, also their impact on future careers. More types of cancer are studied, how to check ourselves and seek NHS advice.	Campaign posters are designed to highlight the dangers of substance abuse. Information leaflets are created naming relevant agencies, their contact details and what services they provide.	Students understand how bad habits can escalate into full dependence on legal / illegal substances and how this impacts on possible careers. They realise the importance of self examination and understand how to seek help.
<b>Term 3 Easter-July</b>	<b>Half term 5 Living in the wider world</b>	Students about money issues not covered in previous learning, namely: financial decision making / wider impact of customer choice / consumer rights and how to seek redress. When this is completed and assessed, students learn subject specific study skills (such as science interleaving) to help with their impending GCSEs: revision / organisation / combatting exam stress, etc...	Students reveal their understanding of money matters both in class discussion and in their final assessment. During the study skills lessons, students make notes from BBC Bite Size study skills videos, and also from power points. They create a revision timetable which clearly outlines their study schedule.	Students realise the relationship between financial success and success at GCSE. In turn, they realise the importance of revision and realise there are many different study strategies, some of which are more suitable for their own learning style. They understand that study needn't be arduous or mundane. They see just how much help is available to them both in school, on-line and in the community.

Vale Values



Scheme of Learning Overview

KS3	YEAR 7 Half terms 1 – 3	Half Terms 4-6	YEAR 8 Half terms 1 – 3	Half Terms 4-6
Health and Wellbeing	<ol style="list-style-type: none"> <li>Intro lesson: Hopes and dreams. Getting to know.</li> <li>Attendance.</li> <li>Expectations, AA, rules, rewards and sanctions.</li> <li>Growth Mindset.</li> <li>Basics of a Healthy lifestyle: Diet, exercise + sleep.</li> <li>Health conditions: Obesity</li> <li>Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>Puberty: Coping with physical and emotional changes.</li> <li>Periods and Menstrual Health.</li> <li>Dental Health.</li> <li>Fractures, Cuts and Burns.</li> <li>Careers week: The Lancashire Labour Market.</li> <li>Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>Alcohol. Facts, figures, dangers and the law.</li> <li>Under-age drinking. Why young people drink / peer-pressure.</li> <li>First Aid: Emergencies. What to do</li> <li>CPR.</li> <li>Road safety (specific to local area)</li> <li>Road safety (headphones/ mobiles)</li> <li>Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>How microbes spread (esp COVID. Causes + prevention.</li> <li>Vaccinations. How they work, why they are given. COVID emphasis.</li> <li>Legal and illegal Drugs. Medical effects, addiction + the law.</li> <li>Self Harm. Plus how it relates to Mental health. Where to get help.</li> <li>Careers week: Lancashire Labour Market.</li> <li>Assessment.</li> </ol>
Living in the Wider World	<ol style="list-style-type: none"> <li>Firework safety</li> <li>Intro to Citizenship: Rights, responsibilities, participation in and outside school</li> <li>Intro to BVs: how they match Darwen Vale Values.</li> <li>Democracy: Government, role of MPS, parties, ballots.</li> <li>Tolerance: of everyone regardless of background.</li> <li>Resilience. Coping with change.</li> <li>Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>Basic E-safety.</li> <li>Screen time. (Following on).</li> <li>Gambling. Dangers + laws.</li> <li>Gaming. Pros and Cons mentally / physically.</li> <li>Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>British Values (challenging prejudice)</li> <li>RESPECT: on bullying and racism.</li> <li>RULE OF LAW: rights / responsibilities</li> <li>Stereotypes: Dispelling the myths.</li> <li>Success and enterprise. Building on yr7 lesson 1.</li> <li>Resilience. Building on yr7 lesson. Re-cap and more in-depth look at how resilience helps us career-wise.</li> <li>Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>Internet Safety. Builds on yr7 lesson 1: specific to internet.</li> <li>Intro to Finance: The value of money, balancing wants with needs.</li> <li>Banks, budgeting, saving, earnings, helping parents.</li> <li>Financial risk: minimising dept.</li> <li>Assessment</li> </ol>
Relationships	<ol style="list-style-type: none"> <li>Friendship: the basics</li> <li>Relationships: the basics: good and bad relationships.</li> <li>Communication in relationships: the importance of it.</li> <li>Consent (KS3 version).</li> <li>Dealing with conflict (to maintain healthy relationships).</li> <li>Assessment.</li> </ol> <p>(FGM topic now delivered by BROOK as an assembly in half term 2)</p>	<ol style="list-style-type: none"> <li>Attendance. Re-cap on the importance (school priority).</li> <li>Managing emotions: Maintaining positive ones.</li> <li>Coping with Grief.</li> <li>Knife Crime lesson 1</li> <li>Knife Crime lesson 2</li> <li>Knife Crime lesson 3</li> <li>Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>Bullying. Builds on year 7 lesson 2</li> <li>Peer Pressure: What it is and how it can be positive / negative.</li> <li>Responding to peer pressure. Builds on yr7 lesson 3: communication</li> <li>Bullied by peer pressure. Coping with the bullying side of extreme pressure.</li> <li>Homophobic bullying.</li> <li>Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>Attendance. Re-cap on the importance (school priority).</li> <li>Changing attitudes to family, marriage and divorce.</li> <li>The purpose of marriage.</li> <li>Divorce. How to cope.</li> <li>Social Media affects on relationships</li> <li>Sexting and the law.</li> <li>Assessment.</li> </ol>

KS3	YEAR 9 Half terms 1 – 3	Half Terms 4-6
Health and Wellbeing	<ol style="list-style-type: none"> <li>1. Smoking. Facts, figures health risks, prevention and the law.</li> <li>2. Drugs. Facts, figures health risks, prevention and the law.</li> <li>3. Mental health: anxiety + depression</li> <li>4. Mental health: Eating Disorders.</li> <li>5. Mental Health: Body image + stress induced by media.</li> <li>6. Online stress: self help strategies.</li> <li>7. Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Contraception and STIs. Intro lesson.</li> <li>2. Cancer Lesson 1: how lifestyle choices lead to cancer + treatments.</li> <li>3. Cancer Lesson 2: Lowering the risk.</li> <li>4. Options and Career choices. Broadening our horizons + how to seek advice.</li> <li>5. Careers week: The Lancashire Labour Market.</li> <li>6. Assessment.</li> </ol>
Living in the Wider World	<ol style="list-style-type: none"> <li>1. Firework safety. Re-cap + Builds on year 7 lesson: History of bonfire night + how to help pets.</li> <li>2. FREEDOM (liberation) This FBV focuses on WW2 + armistice week.</li> <li>3. DEMOCRACY + other types of government. Pros and cons.</li> <li>4. RULE of LAW: Types of crime + the law.</li> <li>5. The Police. What they do, why + your legal rights.</li> <li>6. RESPECT: challenging discrimination</li> <li>7. Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. OPTIONS and CAREERS: Exploring our Skills Qualities and Values + how to harness these to maximise success.</li> <li>2. Career Requirements. How different professions require different skills and qualifications.</li> <li>3. Apprenticeships. The different types + pros and cons.</li> <li>4. The Entrepreneur. The skills and qualities needed to be one. How to get the ball rolling, even now.</li> <li>5. Assessment.</li> </ol>
Relationships	<ol style="list-style-type: none"> <li>1. Friendship: the basics</li> <li>2. Sexual Relationships Lesson 1</li> <li>3. Sexual Relationships Lesson 1</li> <li>4. Sexual violence and sexual harassment KS3 version.</li> <li>5. Sex in the media.</li> <li>6. Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance: Re-cap on the importance (school priority).</li> <li>2. Sexuality and Gender: recognition. Knowing the terms</li> <li>3. Sexuality and Gender: empathy: cultivating positive inclusive attitudes.</li> <li>4. Gangs 1: What they are + why people join.</li> <li>5. Gangs 2: Risks associated with gangs.</li> <li>6. Gangs 3: How to leave one, safely.</li> <li>7. Assessment</li> </ol>

KS4	YEAR 10 Half terms 1 – 3	Half Terms 4-6	YEAR 11 Half terms 1 – 3	Half Terms 4-6
Health and Wellbeing	<ol style="list-style-type: none"> <li>MH: Female Body Image: Builds on year 9 lesson, focus on women.</li> <li>MH: Male Body Image: Builds on year 9 lesson, focus on men.</li> <li>Tattoos and Piercings 1: problems and pitfalls / consequences.</li> <li>Tattoos and Piercings 2 : a more in depth investigation.</li> <li>Tanning and sunbeds: sunstroke + skin cancer + how to avoid.</li> <li>MH: Self-esteem: how all the above affect this + strategies.</li> <li>Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>Self harm. Builds on year 8 lesson.</li> <li>Eating Disorders: Builds on yr9 lesson.</li> <li>AIDS: Lesson 1. What it is + the history and geographic distribution.</li> <li>AIDS: Lesson 2. Effects + Prevention.</li> <li>Careers week: Lancashire Labour Market.</li> <li>Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>Attendance. Re-cap on the importance (school priority).</li> <li>MH. Mental Health. Age specific advice building on previous years.</li> <li>MH. GCSE exam Stress. More age-specific advice relating to GCSEs.</li> <li>Road Safety. Responsible driving: as a driver and a passenger.</li> <li>First Aid: Building on year 7 + 8 lessons: more car-specific.</li> <li>CPR: Re-cap + building on Year 8 lesson.</li> <li>Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>STIs: Builds on year 9 lesson in more depth: graphic examples + prevention.</li> <li>Legal and Illegal Highs. Builds and elaborates on year 9 “drugs” lesson.</li> <li>Drug abuse during pregnancy.</li> <li>Cancer: Builds on year 9 Cancer KSU.</li> <li>Careers week: Lancashire Labour Market.</li> <li>Assessment.</li> </ol>
Living in the Wider World	<ol style="list-style-type: none"> <li>Extremism. Lesson 1.</li> <li>Extremism. Lesson 2.</li> <li>Extremism Lesson 3. These are ordered lessons exploring what it is, how and why it happens, why it is important to recognise and halt the process. A very local issue.</li> <li>Human Rights 1</li> <li>Human Rights 2</li> <li>Human Rights 3 (all explored).</li> <li>Assessment</li> </ol>	<ol style="list-style-type: none"> <li>The Working World. Work-related skills + How the workplace has evolved in 21<sup>st</sup> C.</li> <li>Workers Rights and Trade Unions.</li> <li>Sexual Harassment and Bullying in the Workplace. Examples, effects and how to react legally and professionally.</li> <li>Harassment and Stalking. Leads on from above lesson. Signs, strategies and law.</li> <li>Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>British Values: DEMOCRACY. Building on yr7 + yr9. Electoral systems and how citizens can influence decision making.</li> <li>Government: Separation of power between parliament and law courts.</li> <li>Tax and Public Spending. (Gov finance)</li> <li>Savvy Spending (personal finance)</li> <li>Credit Cards and Debt.</li> <li>Types of Loan.</li> <li>Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>Consumer Choice: Being a responsible consumer</li> <li>Consumer Rights: Knowing our rights and how to respond to problems and issues.</li> <li>Assessment. Put here to allow for pre-GCSE exam planning.</li> <li>MH: Exam Planning (Revision strategies and stress management).</li> <li>MH: Exam Planning (Revision Strategies and stress management).</li> </ol>
Relationships	<ol style="list-style-type: none"> <li>Consent. KS4 version</li> <li>Parenting</li> <li>Healthy and Unhealthy (sexual) Relationships. Builds on year 9.</li> <li>Sexual violence and sexual harassment. KS4 version</li> <li>Domestic Violence (plus how to cope and where to get help).</li> <li>Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>Attendance. Re-cap on the importance (school priority).</li> <li>Importance of Relationships. Specifically on-line relationships.</li> <li>On-line pornography. Follows on from above, but explores the myths + dangers.</li> <li>Child Sexual Exploitation lesson 1</li> <li>Child Sexual Exploitation Lesson 2</li> <li>Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>Readiness for Sex. Age-specific advice when turning 16.</li> <li>Consequences of unplanned pregnancy. Looks at parenting v abortion.</li> <li>Abortion: Facts, laws and views.</li> <li>Fertility: The causes of infertility and the possible treatments.</li> <li>Ethics of Fertility Treatment. Pro-life and pro-choice arguments explored.</li> <li>Assessment.</li> </ol>	<ol style="list-style-type: none"> <li>YEAR 11 have left. Note, their yearly “attendance” lesson therefore cannot occur here (as with other year groups) but occurs instead in half term 1, lesson 1.</li> </ol>