

Independence and aspirations	Autonomy and advocacy	Choices and influences	Independence and aspirations	Autonomy and advocacy	Choices and influences
<p><b>Developing goal setting, organisation skills and self-awareness:</b></p> <ul style="list-style-type: none"> <li>Personal identity and values</li> <li>Learning skills and teamwork</li> <li>Respect in school</li> </ul> <p>(Autumn 2)</p>	<p><b>Developing empathy, compassion and communication:</b></p> <ul style="list-style-type: none"> <li>Making and maintaining friendships</li> <li>Identifying and challenging bullying</li> <li>Communicating online</li> </ul>	<p><b>Developing agency, strategies to manage influence and decision making:</b></p> <ul style="list-style-type: none"> <li>Regulating emotions</li> <li>Diet and exercise</li> <li>Hygiene and dental health</li> <li>Sleep</li> </ul>	<p><b>Developing self-confidence and self-worth:</b></p> <ul style="list-style-type: none"> <li>Puberty and managing change</li> <li>Body satisfaction and self-Concept</li> </ul> <p>(Spring 1)</p>	<p><b>Developing assertive communication, risk management and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>Rights in the community</li> <li>Relationship boundaries</li> <li>Unwanted contact</li> <li>FGM and forced marriage</li> </ul>	<p><b>Developing agency and decision making skills:</b></p> <ul style="list-style-type: none"> <li>Drugs, alcohol and tobacco</li> <li>Safety and first aid</li> </ul>
<p><b>Developing risk management skills, analytical skills and strategies to identify bias:</b></p> <ul style="list-style-type: none"> <li>Managing online presence</li> <li>Digital and media literacy</li> </ul>	<p><b>Developing respect for beliefs, values and opinions and advocacy skills:</b></p> <ul style="list-style-type: none"> <li>Stereotypes, prejudice and discrimination</li> <li>Promoting diversity and equality</li> </ul> <p>(Autumn 1)</p>	<p><b>Developing agency and strategies to manage influence and access support:</b></p> <ul style="list-style-type: none"> <li>Drugs and alcohol</li> <li>Introduction to contraception</li> <li>Resisting peer influence</li> <li>Online choices and influences</li> </ul>	<p><b>Developing goal setting, motivation and self-awareness:</b></p> <ul style="list-style-type: none"> <li>Aspirations for the future</li> <li>Career choices</li> <li>Identity and the world of work</li> </ul>	<p><b>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Boundaries and consent</li> <li>LGBT+ inclusivity</li> <li>'Sexting'</li> <li>Managing conflict</li> </ul> <p>(Spring 1)</p>	<p><b>Developing agency and strategies to manage influence and access support:</b></p> <ul style="list-style-type: none"> <li>Maintaining positive mental health</li> <li>Importance of physical activity</li> </ul>
<p><b>Developing goal-setting, analytical skills and decision making:</b></p> <ul style="list-style-type: none"> <li>GCSE options</li> <li>Sources of careers advice</li> <li>Employability</li> </ul>	<p><b>Developing self-confidence, risk management and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>Friendship challenges</li> <li>Gangs and violent crime</li> <li>Drugs and alcohol</li> <li>Assertive communication</li> </ul>	<p><b>Developing empathy, compassion and strategies to access support:</b></p> <ul style="list-style-type: none"> <li>Mental health (including self-harm and eating disorders)</li> <li>Change, loss and bereavement</li> <li>Healthy coping strategies</li> </ul>	<p><b>Developing analytical skills and strategies to identify bias and manage influence:</b></p> <ul style="list-style-type: none"> <li>Financial decisions</li> <li>Saving and borrowing</li> <li>Gambling, financial choices and debt</li> </ul> <p>(Autumn 2)</p>	<p><b>Developing assertive communication, clarifying values and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>Healthy/unhealthy relationships</li> <li>Consent</li> <li>Relationships and sex in the media</li> </ul>	<p><b>Developing decision making, risk management and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>Sexually transmitted infections (STIs)</li> <li>Contraception</li> <li>Cancer awareness</li> <li>First aid</li> </ul>
<p><b>Developing self-awareness, goal-setting, adaptability and organisation skills:</b></p> <ul style="list-style-type: none"> <li>Managing transition to key stage 4 including learning skills</li> <li>Managing mental health concerns</li> </ul>	<p><b>Developing empathy and compassion, strategies to manage influence and assertive communication:</b></p> <ul style="list-style-type: none"> <li>Relationship expectations</li> <li>Impact of pornography</li> <li>Identifying and responding to abuse and harassment</li> </ul>	<p><b>Developing agency and decision making, strategies to manage influence and access support:</b></p> <ul style="list-style-type: none"> <li>First aid and life-saving</li> <li>Personal safety</li> <li>Online relationships</li> </ul>	<p><b>Developing goal setting, leadership and presentation skills:</b></p> <ul style="list-style-type: none"> <li>Skills for employment</li> <li>Applying for employment</li> <li>Online presence and reputation</li> </ul>	<p><b>Developing respect for diversity, risk management and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>Nature of committed relationships</li> <li>Forced marriage</li> <li>Diversity and discrimination</li> <li>Extremism</li> </ul>	<p><b>Developing motivation, organisation, leadership and presentation skills:</b></p> <ul style="list-style-type: none"> <li>Preparation for, and reflection on, work experience</li> </ul>
<p><b>Developing resilience and risk management skills:</b></p> <ul style="list-style-type: none"> <li>Money management</li> <li>Fraud and cybercrime</li> <li>Preparing for adult life</li> </ul>	<p><b>Developing communication and negotiation skills, risk management and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>Relationship values</li> <li>Maintaining sexual health</li> <li>Sexual health services</li> <li>Managing relationship challenges and endings</li> </ul>	<p><b>Developing confidence, agency and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>Making safe and healthy lifestyle choices</li> <li>Health promotion and self-examination</li> <li>Blood, organ, stem cell donation</li> </ul>	<p><b>Developing empathy and compassion, clarifying values and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>Families and parenting</li> <li>Fertility, adoption, abortion</li> <li>Pregnancy and miscarriage</li> <li>Managing grief and loss</li> </ul>	<p><b>Developing confidence, self-worth, adaptability and decision making skills:</b></p> <ul style="list-style-type: none"> <li>Recognising and celebrating successes</li> <li>Transition and new opportunities</li> <li>Aligning actions with goals</li> </ul>	

Half term / Key question:	Topic	In this unit of work, students learn...
<b>Autumn 1</b> Independence and aspirations	<b>Developing goal setting, organisation skills and self-awareness:</b> <ul style="list-style-type: none"> <li>• Personal identity and values</li> <li>• Learning skills and teamwork</li> <li>• Respect in school</li> </ul> PoS Refs: H1, R9, R14, R15, L2, L3, L21	<ul style="list-style-type: none"> <li>• self awareness through exploring their personal identity and identifying core values</li> <li>• how identity and values can support goal setting for the future</li> <li>• skills to support learning e.g. teamwork and organisation</li> <li>• about school rules and people who can help with transition</li> <li>• how to demonstrate respect in the school community</li> </ul>
<b>Autumn 2</b> Autonomy and advocacy	<b>Developing empathy, compassion and communication:</b> <ul style="list-style-type: none"> <li>• Making and maintaining friendships</li> <li>• Identifying and challenging bullying</li> <li>• Communicating online</li> </ul> PoS Refs: H2, H4, H6, R2, R9, R10, R13, R14, R16, R38	<ul style="list-style-type: none"> <li>• skills to make and maintain new friendships</li> <li>• how to empathise with, and show compassion for peers</li> <li>• to recognise loneliness and isolation, and strategies to include others</li> <li>• to communicate safely online</li> <li>• to recognise bullying in all its forms</li> <li>• strategies for challenging bullying, including online</li> <li>• how and where to communicate concerns about friendships and bullying, including online</li> </ul>
<b>Spring 1</b> Choices and influences	<b>Developing agency, strategies to manage influence and decision making:</b> <ul style="list-style-type: none"> <li>• Regulating emotions</li> <li>• Diet and exercise</li> <li>• Hygiene and dental health</li> <li>• Sleep</li> </ul> PoS Refs: H6, H7, H13, H14, H15, H16, H17, H18, H19, H20, H34, R42	<ul style="list-style-type: none"> <li>• how to recognise, express and manage emotions to promote daily wellbeing</li> <li>• about influences on diet and exercise choices</li> <li>• how to make healthy and informed decisions about maintaining hygiene and dental health</li> <li>• about the importance of sleep and maintaining healthy sleep habits</li> </ul>
<b>Spring 2</b> Independence and aspirations	<b>Developing self-confidence and self-worth:</b> <ul style="list-style-type: none"> <li>• Puberty and managing change</li> <li>• Body satisfaction and self-concept</li> </ul>	<ul style="list-style-type: none"> <li>• ways to develop self-confidence and feelings of self-worth</li> <li>• about the impact of puberty on emotional wellbeing and self- concept, and ways to manage this</li> <li>• about the physical changes that occur during puberty, including periods and wet dreams</li> </ul>

	PoS Refs: H1, H2, H3, H4, H5, H34, L24	<ul style="list-style-type: none"> <li>• about menstrual wellbeing and strategies to manage it</li> <li>• how to manage influences on body satisfaction e.g. online media</li> </ul>
<b>Summer 1</b> Autonomy and advocacy	<b>Developing assertive communication, risk management and support-seeking skills:</b> <ul style="list-style-type: none"> <li>• Rights in the community</li> <li>• Relationship boundaries</li> <li>• Unwanted contact</li> <li>• FGM and forced marriage</li> </ul> PoS Refs: H21, H22, R6, R13, R16, R26, R41, L21	<ul style="list-style-type: none"> <li>• about rights, responsibilities and how to respect and advocate for them, including online</li> <li>• how to assertively communicate and negotiate boundaries with friends and in other relationships, including online</li> <li>• about the importance of consent</li> <li>• about the relationship between personal boundaries and human rights</li> <li>• how to seek help for themselves or others, in relation to unwanted contact</li> <li>• how to safely access help for themselves or others if concerned about FGM or forced marriage</li> </ul>
<b>Summer 2</b> Choices and influences	<b>Developing agency and decision making skills:</b> <ul style="list-style-type: none"> <li>• Drugs, alcohol and tobacco</li> <li>• Safety and first aid</li> </ul> PoS Refs: H23, H24, H25, H26, H27, H28, H29, H30, H31, H33, R20, R42, R43	<ul style="list-style-type: none"> <li>• how to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol</li> <li>• skills and strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobacco</li> <li>• about personal safety in increasingly independent contexts e.g. travel safety</li> <li>• how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries</li> <li>• to assess when to contact emergency services</li> </ul>

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<p><b>Autumn 1</b> Independence and aspirations</p>	<p><b>Developing risk management skills, analytical skills and strategies to identify bias:</b></p> <ul style="list-style-type: none"> <li>• Managing online presence</li> <li>• Digital and media literacy</li> </ul> <p>PoS Refs: H3, H30, R7, R8, R17, R30, L20, L21, L22, L23, L24, L25, L26, L27</p>	<ul style="list-style-type: none"> <li>• that information online can be manipulated, misrepresented or fake</li> <li>• how to critically analyse different sources of information</li> <li>• how to assess the reliability of media sources and critique social media content</li> <li>• how to safely manage personal information online</li> <li>• strategies to maintain a positive presence online</li> </ul>
<p><b>Autumn 2</b> Autonomy and advocacy</p>	<p><b>Developing respect for beliefs, values and opinions and advocacy skills:</b></p> <ul style="list-style-type: none"> <li>• Stereotypes, prejudice and discrimination</li> <li>• Promoting diversity and equality</li> </ul> <p>PoS Refs: H1, R3, R37, R38, R39, R40, R41, L10</p>	<ul style="list-style-type: none"> <li>• about the importance of equality and diversity and how to celebrate these</li> <li>• how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others</li> <li>• how to recognise and challenge stereotypes</li> <li>• the impact of stereotypes on perceptions of others</li> <li>• strategies to communicate concerns about, and challenge, prejudice and discrimination</li> </ul>
<p><b>Spring 1</b> Choices and influences</p>	<p><b>Developing agency and strategies to manage influence and access support:</b></p> <ul style="list-style-type: none"> <li>• Drugs and alcohol</li> <li>• Introduction to contraception</li> <li>• Resisting peer influence</li> <li>• Online choices and influences</li> </ul> <p>PoS Refs: H3, H13, H23, H24, H25, H26, H27, H28, H29, H35, H36, R20, R32, R33</p>	<ul style="list-style-type: none"> <li>• how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use</li> <li>• about the laws relating to substances</li> <li>• strategies to manage influence in relation to substances</li> <li>• about contraception and how to access advice and support in relation to sexual health</li> <li>• how to balance time online with other activities</li> <li>• how to recognise and manage influences online</li> </ul>

<p><b>Spring 2</b> Independence and aspirations</p>	<p><b>Developing goal setting, motivation and self-awareness:</b></p> <ul style="list-style-type: none"> <li>• Aspirations for the future</li> <li>• Career choices</li> <li>• Identity and the world of work</li> </ul> <p>PoS Refs: H1, L2, L3, L4, L8, L9, L11, L12, L13, L14</p>	<ul style="list-style-type: none"> <li>• how to develop self-awareness by identifying personal and academic strengths and interests</li> <li>• to increase motivation by setting aspirational goals</li> <li>• about different careers and routes to employment</li> <li>• about employment trends and how they can inform decision-making</li> <li>• how to manage emotions relating to future employment and career choices</li> </ul>
<p><b>Summer 1</b> Autonomy and advocacy</p>	<p><b>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Boundaries and consent</li> <li>• LGBT+ inclusivity</li> <li>• 'Sexting'</li> <li>• Managing conflict</li> </ul> <p>PoS Refs: R2, R4, R5, R9, R10, R11, R12, R13, R14, R17, R18, R19, R23, R24, R25, R26, R27, R28, R29, R30, R31</p>	<ul style="list-style-type: none"> <li>• about the features of healthy and unhealthy relationships, including online</li> <li>• how to maintain respectful relationships, including online</li> <li>• about sexual orientation, gender identity and diversity in sexual attraction</li> <li>• how to assertively communicate and negotiate boundaries in relationships</li> <li>• about the law relating to consent and how to seek, give, and not give consent</li> <li>• strategies to assess readiness for intimacy and manage pressure in relationships</li> <li>• how to manage requests to share intimate images, including where, when and how to report concerns</li> <li>• skills and strategies to manage conflict</li> <li>• about sources of support and how to access them</li> </ul>
<p><b>Summer 2</b> Choices and influences</p>	<p><b>Developing agency and strategies to manage influence and access support:</b></p> <ul style="list-style-type: none"> <li>• Maintaining positive mental health</li> <li>• Importance of physical activity</li> </ul> <p>PoS Refs: H7, H8, H9, H10, H11, H12, H16, H18, H21, H31, R42</p>	<ul style="list-style-type: none"> <li>• about the link between physical and mental wellbeing</li> <li>• about the importance of positive mental health and emotional wellbeing and how to maintain these</li> <li>• about attitudes towards mental health and how to challenge myths and stigma</li> <li>• how to recognise and manage influences and make healthy, informed decisions about maintaining physical health</li> <li>• how to access appropriate support in relation to mental and physical health</li> </ul>

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<p><b>Autumn 1</b> Independence and aspirations</p>	<p><b>Developing goal-setting, analytical skills and decision making:</b></p> <ul style="list-style-type: none"> <li>• GCSE options</li> <li>• Sources of careers advice</li> <li>• Employability</li> </ul> <p>PoS Refs: L1, L2, L3, L5, L6, L7, L8, L9, L23, L24, L26</p>	<ul style="list-style-type: none"> <li>• to evaluate influences on, and sources of advice for GCSE options and careers</li> <li>• how to make informed decisions about GCSE options in relation to future goals</li> <li>• skills for enterprise and employability</li> <li>• laws and rights relating to young people’s employment</li> </ul>
<p><b>Autumn 2</b> Autonomy and advocacy</p>	<p><b>Developing self-confidence, risk management and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>• Friendship challenges</li> <li>• Gangs and violent crime</li> <li>• Drugs and alcohol</li> <li>• Assertive communication</li> </ul> <p>PoS Refs: H26, H27, R19, R20, R37, R42, R43, R44, R45, R46, R47</p>	<ul style="list-style-type: none"> <li>• how to manage difficulties and challenges in friendships</li> <li>• how to assertively communicate values and beliefs in challenging situations</li> <li>• strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime</li> <li>• to evaluate attitudes and social norms in relation to substance use</li> <li>• the risks and consequences of substance misuse</li> <li>• exit strategies in risky or dangerous situations and how to access support</li> </ul>
<p><b>Spring 1</b> Choices and influences</p>	<p><b>Developing empathy, compassion and strategies to access support:</b></p> <ul style="list-style-type: none"> <li>• Mental health (including self-harm and eating disorders)</li> <li>• Change, loss and bereavement</li> <li>• Healthy coping strategies</li> </ul> <p>PoS Refs: H7, H8, H9, H10, H11, H12, R1, R14, R18, R21, R22</p>	<ul style="list-style-type: none"> <li>• to build digital resilience for emotional wellbeing</li> <li>• about maintaining mental health and emotional wellbeing, including healthy coping strategies</li> <li>• to recognise warning signs of unhealthy coping strategies, including self-harm and eating disorders</li> <li>• how to access help and support in relation to mental health and emotional wellbeing</li> <li>• to recognise new opportunities that change can bring</li> <li>• strategies for managing loss and change and how to empathise with, and show compassion for peers</li> </ul>

<p><b>Spring 2</b> Independence and aspirations</p>	<p><b>Developing analytical skills and strategies to identify bias and manage influence:</b></p> <ul style="list-style-type: none"> <li>• Financial decisions</li> <li>• Saving and borrowing</li> <li>• Gambling, financial choices and debt</li> </ul> <p>PoS Refs: H5, H32, R17, L15, L16, L17, L18, L19, L27</p>	<ul style="list-style-type: none"> <li>• how to recognise and manage the impact of the media and advertising on decision making, including online</li> <li>• about saving, borrowing and how to manage money</li> <li>• how to make informed financial choices and where and how to seek help, advice and support if needed about the risks related to gambling behaviours and chance based transactions, including online</li> <li>• to identify common forms of fraud and online scams</li> <li>• how to access help in relation to gambling harms or fraud</li> </ul>
<p><b>Summer 1</b> Autonomy and advocacy</p>	<p><b>Developing assertive communication, clarifying values and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>• Healthy/unhealthy relationships</li> <li>• Consent</li> <li>• Relationships and sex in the media</li> </ul> <p>PoS Refs: R2, R7, R8, R9, R10, R11, R12, R16, R24, R25, R26, R27, R35, R36, L25</p>	<ul style="list-style-type: none"> <li>• about the features of healthy, intimate relationships, including that they should be equitable and pleasurable</li> <li>• how to recognise healthy and unhealthy relationship behaviours</li> <li>• about stable, committed relationships and features of family life</li> <li>• about personal values and their influence on relationship expectations</li> <li>• about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations</li> <li>• about the legal and moral responsibilities in relation to seeking consent</li> <li>• how to recognise factors that might affect capacity to consent</li> </ul>
<p><b>Summer 2</b> Choices and influences</p>	<p><b>Developing decision making, risk management and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>• Sexually transmitted infections (STIs)</li> <li>• Contraception</li> <li>• Cancer awareness</li> <li>• First aid</li> </ul> <p>PoS Refs: H19, H20, H21, H30, H31, H33, H35, H36, R32, R33, R34</p>	<ul style="list-style-type: none"> <li>• how to make informed decisions about sexual health and access reliable advice and support</li> <li>• about sexually transmitted infections and how to reduce chances of transmission</li> <li>• how to choose and access contraception</li> <li>• about the consequences of unintended pregnancy and how to access appropriate support</li> <li>• about health prevention measures, cancer awareness and the importance of self-examination, especially for early detection of testicular cancer</li> <li>• to revisit and further develop first aid and life-saving skills</li> </ul>

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<p><b>Autumn 1</b> Independence and aspirations</p>	<p><b>Developing self-awareness, goal-setting, adaptability and organisation skills:</b></p> <ul style="list-style-type: none"> <li>Managing transition to key stage 4 including learning skills</li> <li>Managing mental health concerns</li> </ul> <p>PoS Refs: H1, H2, H5, H6, H7, H8, H9, H10, H19, H20, H21, L1, L2, L3</p>	<ul style="list-style-type: none"> <li>skills to improve adaptability and resilience during periods of change or transition and strategies to manage change</li> <li>learning skills for key stage 4, e.g. organisation, time management and goal setting</li> <li>about common mental health concerns, such as anxiety, depression and stress and how to respond to early warning signs of unhealthy coping strategies</li> <li>strategies for managing common mental health concerns, including stress management techniques</li> <li>about the impact and consequences of substance use, including addiction, on physical and mental health, life chances and personal safety</li> </ul>
<p><b>Autumn 2</b> Autonomy and advocacy</p>	<p><b>Developing empathy and compassion, strategies to manage influence and assertive communication:</b></p> <ul style="list-style-type: none"> <li>Relationship expectations</li> <li>Impact of pornography</li> <li>Identifying and responding to abuse and harassment</li> </ul> <p>PoS Refs: R1, R3, R7, R8, R9, R10, R16, R17, R18, R19, R28, R29, R30, R31, R32</p>	<ul style="list-style-type: none"> <li>about relationship expectations and how to identify and evaluate own beliefs and values in relation to these</li> <li>how to assertively communicate relationship expectations</li> <li>how to recognise manipulation and coercion, how to seek and assertively give or not give consent</li> <li>how to evaluate and manage the influence of pornography</li> <li>how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online</li> <li>to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</li> <li>how to respond to harassment, including online, and violence; where to seek help</li> </ul>
<p><b>Spring 1</b> Choices and influences</p>	<p><b>Developing agency, decision making and strategies to manage influence and access support:</b></p>	<ul style="list-style-type: none"> <li>how to identify risky and emergency situations, including online; how and when to seek help</li> <li>about the importance of seeking help and giving accurate information, even in cases where there may be legal consequences for those involved</li> </ul>



	<ul style="list-style-type: none"> <li>• First aid and life-saving</li> <li>• Personal safety</li> <li>• Online relationships</li> </ul> <p>PoS Refs: H23, H24, H26, R14, R15, R20, R21, R22</p>	<ul style="list-style-type: none"> <li>• to identify and manage the impact of substance use on personal safety, decision making and sexual behaviour</li> <li>• to consolidate first aid and life-saving skills</li> <li>• to evaluate and manage the opportunities and risks of establishing and conducting relationships online</li> <li>• how to behave legally, ethically and responsibly online, including in online aspects of relationships</li> <li>• how to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional and social consequences</li> </ul>
<p><b>Spring 2</b></p> <p>Independence and aspirations</p>	<p><b>Developing goal setting, leadership and presentation skills:</b></p> <ul style="list-style-type: none"> <li>• Skills for employment</li> <li>• Applying for employment</li> <li>• Online presence and reputation</li> </ul> <p>PoS Refs: H1, L1, L2, L3, L12, L23</p>	<ul style="list-style-type: none"> <li>• about options available in education, training and employment post-16</li> <li>• how to prepare for employment, including how to write a CV, apply for a job and prepare for interviews</li> <li>• about the importance of skills for employability, e.g. leadership, teamwork and presentation skills</li> <li>• how to create and present a positive personal image and a positive online presence</li> <li>• how to assess and evaluate strengths to set realistic, aspirational goals</li> </ul>
<p><b>Summer 1</b></p> <p>Autonomy and advocacy</p>	<p><b>Developing respect for diversity, risk management and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>• Nature of committed relationships</li> <li>• Forced marriage</li> <li>• Diversity and discrimination</li> <li>• Extremism</li> </ul> <p>PoS Refs: R4, R5, R6, R9, R33, R34, R35, R37, L24, L25, L26, L27, L28, L29</p>	<ul style="list-style-type: none"> <li>• how to make informed decisions about marriage and other long term commitments</li> <li>• about the unacceptability of forced marriage and how to safely seek help</li> <li>• to respect diversity in gender identity, sexual orientation, faith, race and disability</li> <li>• about rights, roles and responsibilities in a diverse society and how to respect and advocate for them</li> <li>• strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010)</li> <li>• how to manage the influence of gender and sexual norms and stereotyping</li> </ul>

- about the support available to people with protected characteristics and how to access advice and help for self or others

		<ul style="list-style-type: none"> <li>• how personal data is generated, collected and shared and may be used with the aim of influencing decisions</li> <li>• how to recognise when social media disproportionately features inaccurate information or extreme viewpoints; how to evaluate the potential impact of this</li> <li>• about extremism, how to reduce the risks and where to seek help</li> </ul>
<p><b>Summer 2</b> Choices and influences</p>	<p><b>Developing motivation, organisation, leadership and presentation skills:</b></p> <ul style="list-style-type: none"> <li>• Preparation for, and reflection on, work experience</li> </ul> <p>PoS Refs: H1, L1, L3, L4, L5, L6, L7, L8 L9, L10, L11, L13, L14, L15, L22, L24</p>	<ul style="list-style-type: none"> <li>• how to independently research and apply for work experience opportunities</li> <li>• about rights and responsibilities in the workplace, including in relation to health and safety</li> <li>• how to evaluate and reflect on work experience and use this evaluation to inform future goal-setting</li> <li>• how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally</li> <li>• how to benefit from opportunities online for career development and manage potential challenges</li> <li>• positive and safe ways to create and share content online and how to take advantage of the opportunities this may offer</li> </ul>

Half term / Key question:	Topic	In this unit of work, students learn...
<b>Autumn 1</b>  Independence and aspirations	<b>Developing resilience and risk management skills:</b> <ul style="list-style-type: none"> <li>• Money management</li> <li>• Fraud and cybercrime</li> <li>• Preparing for adult life</li> </ul> PoS Refs: H4, H18, H22, H25, R35, R36, R37, R38, L16, L17, L18, L19, L20	<ul style="list-style-type: none"> <li>• how to make informed choices about money management</li> <li>• about the risks of gambling, fraud and cybercrime, how to assess these risks and reduce vulnerability to becoming involved</li> <li>• how to assess and evaluate the behaviours and influence of role models</li> <li>• how personal values influence decisions and behaviour in all aspects of life</li> <li>• about the challenges and opportunities transition to adulthood brings</li> <li>• strategies to promote personal safety in new and independent settings, including online</li> </ul>
<b>Autumn 2</b>  Autonomy and advocacy	<b>Developing communication and negotiation skills, risk management and support-seeking skills:</b> <ul style="list-style-type: none"> <li>• Relationship values</li> <li>• Maintaining sexual health</li> <li>• Sexual health services</li> <li>• Managing relationship challenges and endings</li> </ul> PoS Refs: H14, H27, H28, H29, R2, R7, R9, R11, R12, R13, R17, R23	<ul style="list-style-type: none"> <li>• how to communicate personal values in relationships</li> <li>• to recognise the importance of respect, pleasure and equity in intimate relationships</li> <li>• ways to effectively choose, negotiate and use contraception and maintain sexual health</li> <li>• about sexual health services, locally, nationally and online, and how to use and access them</li> <li>• how to manage relationship changes safely and respectfully</li> <li>• about relationship challenges, how to manage strong emotions and communicate effectively at such times</li> </ul>
<b>Spring 1</b>  Choices and influences	<b>Developing confidence, agency and support-seeking skills:</b> <ul style="list-style-type: none"> <li>• Making safe and healthy lifestyle choices</li> <li>• Health promotion and self-examination</li> <li>• Blood, organ, stem cell donation</li> </ul>	<ul style="list-style-type: none"> <li>• how to manage influences to make healthy lifestyle choices</li> <li>• how and why to maintain a healthy balance between time online and other activities</li> <li>• how to access health services with confidence, e.g. smoking cessation, dental and GP services</li> <li>• how to monitor health, e.g. through self-examination and using screening services</li> </ul>

	<p>PoS Refs: H2, H3, H4, H11, H12, H13, H14, H15, H16, H17, H18, H21</p>	<ul style="list-style-type: none"> <li>• how to assess and manage risks associated with cosmetic and aesthetic procedures, e.g. tattooing, piercings and the use of sunbeds</li> <li>• about blood, organ and stem cell donation and how to make informed decisions in relation to these</li> </ul>
<p><b>Spring 2</b> Independence and aspirations</p>	<p><b>Developing empathy and compassion, clarifying values and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>• Families and parenting</li> <li>• Fertility, adoption, abortion</li> <li>• Pregnancy and miscarriage</li> <li>• Managing grief and loss</li> </ul> <p>PoS Refs: H5, H30, H31, H32, H33, R4, R6, R13, R17, R24, R25, R26, R27</p>	<ul style="list-style-type: none"> <li>• about different types of relationships and families, including single parents, step parents, same sex parents, blended families, foster and adoptive parents</li> <li>• how to identify and evaluate parenting skills and assess readiness for parenthood</li> <li>• to recognise that fertility changes over time and evaluate the implications of this</li> <li>• to evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy</li> <li>• how to access appropriate advice and support in relation to pregnancy, including miscarriage</li> <li>• strategies to manage grief and loss, including bereavement and how to access support for self or others</li> <li>• how to show compassion and empathy for others who are experiencing challenging situations</li> </ul>
<p><b>Summer 1</b> Autonomy and advocacy</p>	<p><b>Developing confidence, self-worth, adaptability and decision making skills:</b></p> <ul style="list-style-type: none"> <li>• Recognising and celebrating successes</li> <li>• Transition and new opportunities</li> <li>• Aligning actions with goals</li> </ul> <p>PoS Refs: H1, H2, L1, L2, L3, L4, L10, L21</p>	<ul style="list-style-type: none"> <li>• how to build self-worth by reflecting on and celebrating successes and reframing setbacks or perceived failures</li> <li>• how to make informed decisions about different education and career pathways</li> <li>• about different types employment and their contractual terms, including full-time, part-time, self-employment and zero hours</li> <li>• how to evaluate the financial advantages, disadvantages and risks in relation to different models of employment</li> <li>• how to set realistic yet aspirational life goals</li> </ul>