

**AUTUMN – TOPIC 1: SAFETY IRL**

*There is a level of flexibility for every year group – there could be a change due to relevance, careers intervention or a speaker.*

YEAR WEEK	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	Tutor Time and Assemblies
<b>1</b>	<b>WELLBEING: MAKING FRIENDS</b> <i>First PDC lesson, checks they've settled and discusses friendships – what qualities makes a good friend.</i>	<b>SAFETY: INTERACTIONS</b> <i>Linked to Yr7 lessons – to recap the differences between real and online relationships. To analyse the dangers of sharing too much online and to discuss the ways to be safe (eg. Privacy)</i>	<b>SAFETY: DIGITAL FOOTPRINT</b> <b>Links to Careers.</b> <i>Link to Yr8 lesson – recap on the laws around social media. To understand the consequences of what is posted online and how it can affect your future. To analyse the importance of a positive footprint.</i>	<b>WELLBEING: SELF ESTEEM</b> <i>Link to Yr9 lesson – recap the distorted expectations created by media. To understand the difference of on life online in comparison to reality and to analyse the issues with self-esteem in relation to what see in the media and how it makes us feel.</i>	<b>EXAM STRESS</b> <i>Links to KS3 lessons from Spring term: Focus on how to cope with exam stress and self-help strategies</i>	<b>WB 11.09 &amp; 18.09*</b> Tutor time: <b>Week 2: Road Safety</b> <b>Week 1: Careers</b>  Assembly: <b>Behaviour &amp; Expectations</b>
<b>2</b>	<b>EDI – Equality, Diversity and Inclusion Training</b> <i>To understand what equality means and why it is important. To understand the Equality Act 2010 and how it can be applied in different cases.</i>	<b>WELLBEING: BODY IMAGE ONLINE</b> <i>To identify where the pressures to look a certain way online comes from, to make comparisons between what is considered the 'ideal' body image online and the actual reality.</i>	<b>SAFETY: SEXTING</b> <i>To analyse different motivations behind requesting, sending and passing on nude images and challenge misconceptions relating to sending and receiving nude images.</i>	<b>WELLBEING: SELF RESTRAINT</b> <i>To understand how and why we feel compelled to stay online. To identify compulsive design features. To explore ways to tackle compulsive design</i>	<b>ONLINE PRESENCE</b> <i>Links to Yr9 Lesson. Focus on online reputation and how it coincides with resume's and employment. <b>Link to Careers.</b></i>	<b>WB 25.09 &amp; 02.10*</b> Tutor time: <b>Week 2: In the News</b> <b>Week 1: Careers</b>  Assembly: <b>Equality &amp; LGBTQ+</b>
<b>3</b>	<b>WELLBEING: FRIENDSHIP</b> <i>To describe the qualities of positive friendships. To explore different ways of being a good friend. To identify ways in which someone struggling with friendship could get support</i>	<b>SAFETY: ONLINE PORNOGRAPHY</b> <i>To understand that pornography can show a stereotypical portrayal of relationships, bodies, gender and sex, to discuss and develop strategies for resisting pressure to view pornography and know where to go to find reliable information about sex and relationships.</i>	<b>SAFETY DANGERS OF PORNOGRAPHY</b> <i>Link to Yr8 lessons -to understand what pornography is and what the negative consequences of watching pornography are and how it can become addictive.</i>	<b>SAFETY: SOCIAL ATTITUDES TO SEXTING</b> <i>Link to Yr9 lesson – recap on the motivations and misconceptions of sharing images. To analyse attitudes associated with requesting, sending and passing on nude images and to look at legal and moral implications and strategies to manage unwanted images, requests and pressure.</i>	<b>Post 16</b> <i>A look at the options available to students once they leave school.</i>  <i>Here, year 11 students will have assemblies with Post 16 providers, workshops on how to write a personal statement and help with post 16 applications.</i>	<b>WB 09.10 &amp; 16.10*</b> Tutor time: <b>Week 2: Hygiene</b> <b>Week 1: Careers</b>  Assembly: <b>SLT: Friendship &amp; Respect, Bullying &amp; Online Viewing</b>
<b>4</b>	<b>WELLBEING: BULLYING</b> <i>To describe the meaning of bullying and cyberbullying and the impact it can have on an individual. To explore challenging scenarios and their appropriate responses. To explain where to seek support and advice on bullying/ cyberbullying.</i>	<b>WELLBEING: CYBERBULLYING</b> <i>Link to Yr7 lessons – to define cyber bullying. To identify which actions cross the line between 'banter' and cyberbullying. To know how to find help and who to speak to and to give advice how to prevent or stop cyberbullying.</i>	<b>WELLBEING: INDICENT &amp; EXPLICIT MATERIAL</b> <i>Link to Yr8 lesson – recap on how real life can be affected by online life. Focus on the distorted expectations caused by viewing explicit materials and how they can damage relationships.</i>	<b>PREVENT: VALUING DIVERSITY</b> <i>Link to KS3 lessons. To explain the importance of respecting diversity. To assess the impact of media, social media and actions on people's attitudes around diversity</i>		<b>WB 23.10 &amp; 06.11*</b> Tutor time: <b>Week 2: In the News</b> <b>Week 1: Careers</b>  Assembly: <b>Cultural Diversity</b>
<b>5</b>	<b>PREVENT: COERCIVE FRIENDSHIPS</b> <i>To recognise the features of coercive or unsafe friendships, such as manipulation and imbalance of power</i>	<b>PREVENT: PEER PRESSURE</b> <i>Link to Yr7 lessons – to define peer pressure and give examples of how it can happen online. To consider how a good friend should behave and assess if they are a good online friend and to give advice to others about how to resist peer pressure online and offline.</i>	<b>EXPLOITED</b> <i>To follow on from last lesson, students watch the CEOP lesson 'exploited' – understand what sexual exploitation is and how to spot an unsafe situation</i>	<b>PREVENT: PREVENTING EXTREMISM</b> <i>To distinguish violent extremism from legitimate behaviours in a democracy. To demonstrate the ability to advise someone who is worried about another's behaviour. To identify behaviours which contribute to community efforts to reduce the risk of violent extremism</i>		<b>WB 13.11 &amp; 20.11*</b> Tutor time: <b>Week 2: Health</b> <b>Week 1: Careers</b>  Assembly: <b>Peer Pressure</b>
<b>6</b>	<b>SAFETY: ONLINE RELATIONSHIPS</b> <i>To understand how people use technology in different ways to make/enhance relationships. To identify possible issues of being friends with someone online and how to stay safe.</i>	<b>SAFETY: GROOMING</b> <i>Focus on awareness and issues of who you are talking to and where to find support and how to stay safe online.</i>	<b>PREVENT: SERIOUS AND ORGANISED CRIME</b> <i>To explain the reasons some people might get involved in serious and organised crime and the consequences of getting involved.</i>	<b>PREVENT: RADICALISATION</b> <i>To identify and explain techniques used to engage someone with an extremist group. To explain ways to respond if someone may be being radicalised</i>		<b>WB 27.11 &amp; 4.12</b> Tutor time: <b>Week 2: In the News</b> <b>Week 1: Careers</b>  Assembly: <b>Christmas Appeal</b>
<b>7</b>	<b>CAREERS EDUCATION</b> <i>In addition to the above lessons, every year group will also have at least one PDC lesson dedicated to Careers Education - This term, a focus will be on opportunities, strengths and managing online presence. Students will be able to identify opportunities for cultivating careers online and evaluate the benefits and challenges of maintaining a positive online presence</i>					<b>WB 11.12 &amp; 18.12*</b> Tutor time: <b>Week 2: County Lines</b> <b>Week 1: Careers</b>  Assembly: <b>Christmas Appeal</b>



**/SPRING – HAPPY, ACTIVE PEOPLE**

YEAR WEEK	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	TUTOR TIME AND ASSEMBLIES
<b>1</b>	<b>HEALTHY LIVING: SLEEP</b> Links to last lesson. <i>To explain the impact of sleep on health and wellbeing and to describe healthy sleep patterns and identify factors which can reduce sleep quality. To describe a range of strategies for ensuring appropriate sleep patterns.</i>	<b>HEALTHY LIVING: LONELINESS</b> Links to Yr7 lesson - <i>To understand what loneliness is, how to talk about it and what to do about it. To analyse the stigma surrounding loneliness. To describe a range of strategies to help reduce the feeling of loneliness.</i>	<b>HEALTHY LIVING: ATTITUDES TO MENTAL HEALTH</b> Links to Yr7 lesson – recap on what different types of emotions there are. <i>To evaluate the links between mental health and physical health, to identify common misconceptions about mental health and to recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health.</i>	<b>HEALTHY LIVING: LIFESTYLE</b> Links to Yr8-9 lessons. <i>To identify opportunities to maintain a healthier balance between activities, including time online, physical activity and exam preparation. To describe how maintaining a healthier balance between types of activity can help to support wellbeing. To develop a plan to support wellbeing during and leading up to exam periods.</i>	<b>HEALTHY LIVING: SUBSTANCE USE</b> Link to Yr8 lesson. <i>To analyse how alcohol and other drugs affect decision-making and to assess the risks of substance use when travelling or socialising. To explain ways to keep safe and support friends when socialising in situations involving alcohol or drugs.</i>	<b>WB 08.01 &amp; 15.01*</b> Tutor time: <b>Week 2: Equality</b> <b>Week 1: Careers</b>  Assembly WB 08.01: Welcome & Expectations WB 15.01: Managing Anxiety
<b>2</b>	<b>HEALTHY LIVING: WORRY</b> <i>To learn about and identify unhelpful thoughts and to explain different ways of challenging unhelpful thoughts and where to seek support.</i>	<b>HEALTHY LIVING: DIET AND EXERCISE</b> <i>To identify different influences on decisions regarding diet and exercise. To analyse why some influences might be stronger than others. To evaluate which influences are more or less reliable and to evaluate strategies to manage negative or less reliable influences</i>	<b>HEALTHY LIVING: EMOTIONAL WELLBEING</b> Links to Yr7-8 lessons – recap on how emotional wellbeing can affect physical wellbeing. <i>To explain the factors that affect emotional wellbeing, to identify way to promote emotional wellbeing and build resilience and to reframe and learn from disappointment and setbacks.</i>	<b>HEALTHY LIVING: INFLUENCE</b> <i>To identify the benefits of maintaining physical health. To explain how a range of factors can influence the health-related choices a person can make as they become more independent and how to manage these. To identify potential barriers to making healthier choices and describe a range of strategies to reduce the impact of these.</i>	<b>HEALTHY LIVING: MANAGING INFLUENCE</b> Links to Yr10 lesson. <i>To explain how different internal and external influences can affect decision making and describe strategies for managing peer influence in increasingly independent contexts. To evaluate ways to be a positive influence on peers in relation to substance use</i>	<b>WB 22.01 &amp; 29.01*</b> Tutor time: <b>Week 2: Health Screening</b> <b>Week 1: Careers</b>  Assembly WB 22.01: Influences WB 29.01: Roles and Responsibilities
<b>3</b>	<b>HEALTHY LIVING: CAFFEINE CONSUMPTION</b> <i>To assess and evaluate their prior knowledge, beliefs and attitudes regarding substance use. To describe the effects of caffeine consumption. To explain the risks associated with caffeine consumption. To evaluate strategies to reduce caffeine consumption</i>	<b>HEALTHY LIVING: PHYSICAL HEALTH</b> Links to Yr7 lesson. <i>To identify the benefits of maintaining physical health. To explain why choices regarding physical health might differ between people. To evaluate potential barriers to making healthier choices and strategies to overcome them. To analyse strategies for making independent health choices in future</i>	<b>HEALTHY LIVING: DRUGS AND ATTITUDES</b> Link to Yr8 lesson. <i>To describe the names, appearance and effects of a range of illegal drugs. To analyse their attitudes and beliefs about the prevalence of drug use amongst young people. To assess the reasons why young people might choose to use or not use drugs</i>	<b>HEALTHY LIVING: DRUGS AND EFFECTS</b> Links to Yr9 lesson. <i>To describe some of the health risks associated with occasional and problematic substance use. To recognise and challenge myths related to cannabis use and drinking alcohol.</i>	<b>HEALTHY LIVING: SEEKING HELP</b> <i>To describe the wider physical and psychological consequences of substance use explain what addiction/dependency is and how it can affect individuals. To identify sources of support and how to seek help for substance use and addiction. To evaluate and challenge potential barriers to seeking support</i>	<b>WB 05.02 &amp; 19.02*</b> Tutor time: <b>Week 2: Diversity</b> <b>Week 1: Careers</b>  Assembly WB 05.02: Dealing with life WB 19.02: Discrimination & Prejudice
<b>4</b>	<b>HEALTHY LIVING: TOBACCO AND NICOTINE</b> <i>To identify a range of risks related to tobacco and e-cigarette use. To analyse a range of potential influences on young people to smoke. To demonstrate strategies for managing peer influence in situations involving tobacco and e-cigarettes/vapes.</i>	<b>HEALTHY LIVING: ALCOHOL</b> Links to Yr7 lesson. <i>To explain that most young people their age do not use alcohol and analyse the reasons why young people’s alcohol use is declining</i> <i>To describe the effects of alcohol misuse. To describe strategies to manage influences on alcohol use. To identify sources of support for alcohol misuse</i>	<b>HEALTHY LIVING: DRUGS AND THE LAW</b> <i>To explain the legal terms ‘possession’, ‘supply’ and ‘intent to supply’ in relation to drugs. To explain the short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs.</i>	<b>HEALTHY LIVING: MANAGING INFLUENCE</b> <i>To explain the physical, emotional and social consequences substance use might have for individuals. To explain the potential impact of others’ views on drugs, alcohol and smoking on decision-making. To explain what support is available to people concerned about substance use and how to access it for themselves or others</i>	Mocks	<b>WB 26.02 &amp; 04.03*</b> Tutor time: <b>Week 2: Health Screening</b> <b>Week 1: Careers</b>  Assembly WB 26.02: Consequences & The Law
<b>5</b>	<b>CAREERS EDUCATION</b> <i>In addition to the above lessons, every year group will also have at least one PDC lesson dedicated to Careers Education - this term the focus is on National Careers Week. The PDC lesson that falls closest will be dedicated to provide careers guidance activities to help support students develop awareness and excitement about their future pathways. Furthermore, alongside healthy living, Year 11 will also have workshops during PDC dedicated to helping them apply for their post 16 placements.</i>					<b>WB 11.03 &amp; 18.03*</b> Tutor time: <b>Week 2: Inclusion</b> <b>Week 1: Careers</b>

**SUMMER, RSE**

YEAR WEEK	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
1	<p><b>HEALTH: PUBERTY AND EMOTIONAL CHANGES</b> To describe the main physical and emotional changes experienced during puberty. To evaluate how relationships can be affected during puberty. To understand strategies for managing the emotional aspects of puberty.</p>	<p><b>RELATIONSHIPS: VALUES</b> Link to Yr7 lesson 2: To reflect on and articulate relationship values. To identify health and unhealthy relationship behaviours and suggest ways to respond.</p>	<p><b>RELATIONSHIPS: RESPECTFUL BEHAVIOUR</b> Link to Yr8 lesson 1: To explain the difference between welcome and unwelcome interest. To describe respectful behaviour in both everyday and romantic contexts and describe ways to challenge inappropriate behaviour. To explain how someone might assess their readiness for intimacy. To explain when and how to access support if encountering inappropriate behaviour.</p>	<p><b>RELATIONSHIPS: INTIMACY AND PLEASURE</b> Link to Yr9 lesson 2: To recognise what enthusiastic consent looks and feels like. To assess the importance of readiness for intimacy as an individual and as a couple. To explain the role that communication and respect play in healthy relationships and consent.</p>	REVISION TIPS
2	<p><b>RELATIONSHIPS: HEALTHY AND UNHEALTHY RELATIONSHIPS</b> To describe the features of committed, stable, healthy relationships. To identify healthy and unhealthy relationship behaviours. To explain appropriate online relationship behaviours.</p>	<p><b>RELATIONSHIPS: INFLUENCES</b> Link to Autumn term: To justify views around expectations in relationships. To explain issues relating to the sharing of sexual images. To explain how the media can distort relationship expectations.</p>	<p><b>RELATIONSHIPS: CONSENT</b> Link to Yr8 lesson 4: To explain what is meant by freedom and capacity to consent. To recognise contexts where someone's freedom or capacity to consent have been reduced or removed, and why this means consent has no longer been given. To explain why trying to make someone more vulnerable, or misleading them, is wrong, and can be a very serious offence. To explain where, why and how to get advice and support for issues relating to consent.</p>	<p><b>RELATIONSHIPS: IMPACT OF PORNOGRAPHY</b> Link to Yr9 Autumn lesson 3: To evaluate the impact of pornography on people's understanding and expectations of consent. To challenge inaccurate and dangerous messages perpetuated by pornography about sexuality, gender, and consent. To explain the law relating to pornography and sharing explicit image.</p>	REVISION TIPS
3	<p><b>RELATIONSHIPS: MANAGING CONFLICT</b> To recognise that disagreements in family relationships are common, but that effective communication can improve relationships. To explain different communication styles and their likely impacts. To give examples of effective communication.</p>	<p><b>RELATIONSHIPS: ORIENTATION AND GENDER IDENTITY:</b> To explain the difference between sexual orientation and gender identity. To describe ways to support someone who has chosen to 'come out' about their sexual orientation or gender identity.</p>	<p><b>HEALTH: SEXUAL HEALTH</b> To list some of the most common STIs, their symptoms and consequences. To name the contraceptive methods which provide some protection against STI infection and describe ble sources of help to support sexual health or relating to unplanned pregnancy.</p>	<p><b>RELATIONSHIPS: PRESSURE AND COERCION</b> Link to Y9 lesson 1: To identify when asking for consent becomes inappropriately pressurising or persuasive. To recognise everyone's right to not give, or withdraw consent, and challenge victim-blaming narratives. To explain the legal consequences of pressure, persuasion, and coercion in relation to consent. To explain why, when, and how to seek advice or support</p>	
4	<p><b>RELATIONSHIPS: CONSENT</b> To explain what consent means, both legally and ethically, and why it is so important. To describe how to recognize when a person is consenting and when they are not. To explain how consent is sought, given, and not given in a healthy relationship. To describe or demonstrate what to say and do to seek the consent of another person.</p>	<p><b>RELATIONSHIPS: CONSENT</b> Link to Yr7 Lesson 4: To identify common assumptions related to consent and explain why these are wrong. To explain the right to not give, or withdraw consent at any time and why this must be Respected. To describe or demonstrate ways to avoid making assumptions related to consent, and strategies someone could use to not give or withdraw consent</p>	<p><b>HEALTH: CONTRACEPTION</b> Link to Yr8 lesson 5: To name the main types of contraception and how they prevent conception and/or protect against STIs. To describe when, where and how to access contraception, and how to seek help in the event of contraception failure. To have confidence in being able to negotiate condom use within a relationship.</p>	<p><b>RELATIONSHIPS: CONFLICT AND BREAKUPS</b> Link to Yr9 lesson 5: To evaluate the acceptability of a range of relationship behaviours and identify when a relationship may be unsafe. To differentiate between healthy and unhealthy behaviours when managing conflict in relationships. To suggest effective ways to respond to inappropriate conflict behaviours. To explain ways to manage breakups respectfully and safely, demonstrating awareness of the intense emotions which can be involved.</p>	
5	<p><b>SAFETY: FGM</b> To recognise what is meant by FGM; that it is a type of abuse, causes harm and is illegal. To identify myths and facts about FGM. To explain how to tell someone if they are worried about the risk of FGM for themselves or others. To explain why reporting FGM might feel difficult but why reporting it is so important.</p>	<p><b>HEALTH: CONTRACEPTION</b> To describe what is meant by contraception. To explain how and why condoms are used. To explain how and why the contraceptive pill is used. To explain where to get contraception from</p>	<p><b>SAFETY: COMMITMENT</b> Link to Yr8 lesson 6: To describe the options available to people who wish to make a long-term commitment. To explain how a long-term relationship can become legally binding. To recognise the unacceptability of forced marriage and identify support for someone who may be at risk. To explain what commitment means and why this may be important in long-term relationships.</p>	<p><b>RELATIONSHIPS: ADDRESSING ABUSE</b> To identify signs of different types of abuse. To describe exit strategies and identify support for people in abusive relationships. To identify likely thoughts and feelings which can affect decision-making and suggest how to overcome barriers to seeking help. To explain how to help others who may be in an abusive relationship.</p>	
6	<p><b>RELATIONSHIPS: GENDER STEREOTYPES</b> To explain what gender stereotypes are and how they can be harmful. To describe the effect gender stereotypes can have on relationships. To evaluate ways of challenging gender stereotypes</p>	<p><b>SAFETY: FGM</b> Link to Yr7 lesson 5: To recap what is meant by FGM. To identify risks, myths and facts associated with FGM. To describe how to safely access support for themselves or others who may be at risk, or have already been subject to FGM.</p>	<p><b>RELATIONSHIPS: MANAGING THE ENDING</b> Link to Y7 lesson 3: To identify the range of emotions associated with breakups. To describe ways to manage a breakup safely and appropriately. To suggest strategies to help manage emotions when a relationship ends. To explain how and where to get help for managing difficult relationship breakup.</p>	<p><b>SAFETY: FGM</b> Link to Yr8 lesson 6: To recap what is meant by FGM and the complications of FGM. To understand the four types of FGM. To explain the reasons against the practice and the misconceptions of FGM.</p>	
7	<p><b>CAREERS EDUCATION</b></p> <ul style="list-style-type: none"> <li>In addition to the above lessons, every year group will also have at least one also have at least one PDC lesson dedicated to Careers Education. - This term, a focus will be on gender stereotypes and breaking them.</li> <li>As well as a dedicated tutor time where students will look at and discuss and MyPath video.</li> <li>Additionally, we will use our 'See It, Be It' partnership to help students gain a wider understanding of jobs that are out there.</li> <li>Furthermore, all year groups will go to at least two aspiration talks a year; they can choose which ones they would like to attend.</li> <li>Year 10 will go have their work experience week. For any students still in school, there will be an alternative work experience week with virtual work experience opportunities and talks.</li> <li>Year 10 will also go on a college trip this term to visit our closest college – Shrewsbury Colleges Group.</li> </ul>				