



CITIZENSHIP AND WELLBEING POLICY

REVIEWED: SUMMER 2022

Policy approved by Shadow Governing Committee
on 13th July 2022

Signed by the Chair:

A handwritten signature in black ink, appearing to read 'Sean Curley', written over a light grey rectangular background.

Dr Sean Curley

NEXT REVIEW SUMMER 2025

THE BRIAN CLARKE CE ACADEMY
c/o THE BLUE COAT SCHOOL, EGERTON STREET, OLDHAM, OL1 3SQ

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1. Policy Statement

We want all our students to be everything they can be and everything they are meant to be – to be able to live life in all its fullness (John 10.10).

At Brian Clarke all our students enjoy a rich and ambitious curriculum that provides a platform for progression, aspiration and social mobility. There are no ceiling on students' experiences or aspirations. Expectations are the same for all, and all routes will lead to recognised qualifications.

2. Objectives of the Policy

- To outline the content of the Citizenship and Wellbeing curriculum at Brian Clarke.
- To explain how and when Citizenship and Wellbeing are delivered through core, pastoral and co-curricular provision.
- To outline how the effectiveness of these curriculum areas are evaluated.

Students have one hour per week of Citizenship in years 7 and 8 and one hour a fortnight of Wellbeing in years 7-11. The timetabling of Citizenship as a discrete subject represents the centrality in our ethos of promoting social cohesion, social integration, and fundamental British Values. The Wellbeing curriculum from years 7-11, the pastoral curriculum, co-curricular and extra-curricular provision and our approach to Spiritual, Moral, Social and Cultural (SMSC) development, collectively ensure our students are provided with meaningful opportunities to understand how to be responsible, active citizens who contribute positively to society, and equips our young people with the skills, knowledge and personal resilience to make safe and informed choices.

This policy should be read in conjunction with our:

- Curriculum policy.
- SMSC Policy.
- Teaching and Learning Policy.
- Behaviour Policy.
- Anti-Bullying Policy.

3. The Citizenship Curriculum Years 7 – 8 and Wellbeing Curriculum Years 7-11

The Citizenship and Wellbeing curriculums at Brian Clarke promote British Values and provides students with the knowledge and skills to play a full and active part in society.

Through Citizenship lessons students learn about human rights, democracy, government and how laws are made and upheld; the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch. The history of suffrage, the importance of elections and the role of political parties. They understand why we have rules and laws, their origins, the role of the police and the operation of courts and tribunals; the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.

Through the curriculum, teachers ensure students have the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.

Through units on Active Citizenship students are provided with meaningful opportunities to understand how to be responsible, active citizens who can work together to improve their communities and who contribute positively to society. When exploring contemporary issues students learn how to contribute to informed debate and the importance of respect and tolerance when others might hold different views to themselves.

See Appendix 1 for Citizenship curriculum map.

The Wellbeing curriculum is taught fortnightly by the form tutor. It incorporates all aspects of the DfE statutory framework for [Relationships and Sex Education \(2020\)](#) which outlines what students should know by the end of secondary school to keep them happy, healthy and safe. The curriculum also delivers elements of the [Careers Education, Information, Advice and Guidance provision \(2021\)](#). Good careers guidance is critical if young people are

to raise their aspirations and capitalise on the opportunities available to them and make informed decisions about their future. Statutory areas of learning include:

- Different types of relationships including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others; commitment, tolerance.
- Boundaries and consent; how to manage conflict; and also how to recognise unhealthy relationships.
- How relationships may affect health and wellbeing, including mental health.
- Healthy relationships and safety online.
- Factual knowledge around sex, sexual health and sexuality.
- Healthy bodies and lifestyles including keeping safe, puberty, drugs and alcohol education.
- Healthy minds including emotional wellbeing, resilience, mental health.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them, for example looked after children or young carers. Staff are also mindful that a particular need may leave a young person more vulnerable to exploitation and therefore preparation for adult life will be particularly important.

The intent of the Wellbeing curriculum is to prepare our young people for happy and healthy lives in which they will make a positive contribution to the 21st Century community through:

- Helping students develop feelings of self-respect, confidence and empathy.
- Equipping students who are members of distinct faith communities to take their place in a rapidly changing and challenging world.
- Providing a framework in which sensitive discussions can take place; preparing students for puberty and giving them an understanding of sexual development and the importance of health and hygiene.
- Creating a positive culture around issues of sexuality and relationships.
- Teaching students the correct vocabulary to describe themselves and their bodies.

The curriculum is pro-active in teaching our students the core values that support healthy lifestyles and allow them to nurture respectful relationships. The nature of the subject content means that the subject is constantly evolving to ensure that we meet the specific needs of the individuals and groups of students within a given year group. Each scheme of work equips our young people with the skills, knowledge and personal resilience to make safe and informed choices.

Our Wellbeing curriculum is also informed by [Keeping Children Safe in Education \(2021\)](#) and [Ofsted's Sexual Violence and Sexual Harassment between Children in Schools and Colleges \(2021\)](#)

See Appendix 2 for Wellbeing curriculum map.

4. The Pastoral Curriculum and Co-Curricular Offer

Our pastoral curriculum and co-curricular offer provide meaningful opportunities to understand how to be responsible, active citizens who contribute positively to society. This is provided through:

- Weekly assembly and form reflection where students explore spiritual, moral and global issues central to their lives and engage in discussion and debate around key themes to develop a sense of community within the school and foster being part of a wider community through the celebration of achievements, festivals and special occasions.
- Engaging in charity and active citizenship on issues that are relevant to themselves as individuals and as a school community.

- A rich co-curricular offer where all students will achieve at least one nationally accredited co-curricular qualification during their five years at the school, e.g., the Duke of Edinburgh Award; a CREST Award; national Maths or Computing Challenges, or Young Engineers; National Enterprise Project or National Citizen Scheme/#iwill; or a grade in a musical instrument/voice; or competing at a high level in a school team for sport/debating/public speaking/chess. Students have a 'passport' to record achievements and to encourage participation in a wide range of activities.

5. Evaluating the effectiveness of Citizenship and Wellbeing Provision

Citizenship and Wellbeing provision are evaluated through whole school systems that monitor the quality of education, personal development and behaviour and attitudes. Examples include but are not limited to:

- Learning walks to cover all aspects of school life.
- Book scrutiny.
- Student voice feedback.
- Participation in the co-curricular and extra-curricular activities.
- Analysis of rewards.
- Analysis of behaviour incidents.
- Analysis of engagement/participation in community projects and charity.

6. Appendices

Appendix 1: Citizenship Curriculum Map

Citizenship Curriculum Maps Year 7 & 8

Curriculum Intent

Our curriculum intent is to empower and engage students to be active citizens both at the Brian Clarke school and in the wider community. It aims to help students understand what it is to be a citizen of our school, the wider community, the UK as well as being global citizens. The topics chosen are ones which will help students understand what it means to be a citizen and will give them the basis of knowledge to empower them to become active citizens within our community as well as complimenting the curriculum of other subjects. We will foster student curiosity with the world, how they can create and articulate cogent debates and bring about change in their fast-paced 21st century world

It is taught in this order to support the strands of British Values whilst building students' knowledge of each one as we go along. For example, students must understand the process of voting before looking at how laws are made and how they could implement change by writing to an MP or looking at methods of protest.

Overall Curriculum Goals

- Provide pupils with meaningful opportunities to understand how to be **responsible, active citizens who contribute positively to society.**
- To develop the skills on 'how to discuss and debate ideas in a considered way'
- To provide students with rich and balanced curriculum to demonstrate real learning on topics such as: how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government, role of law and the justice system in our society and how laws are shaped and enforced, participation in volunteering as well as other forms of responsible activity.

Half Term 1 – British Values	Half Term 2 – Democracy and Rule of Law	Half Term 3 - Liberty	Half Term 4 – Mutual Respect and Tolerance	Half Term 5 – P4C and Active Citizenship	Half Term 6 – Active Citizenship
<p>What are British Values - Students will explore what the fundamental British Values are and how we uphold them in our society. Students will understand and begin to debate why there is a need for them.</p> <p>The structure of the UK government including the job of the Prime Minister, how we are governed and the role of both houses/the queen, how the first past the post system works.</p> <p>Did we always have a democracy – interleaving with the Y7 History curriculum. This examines how the British democratic system developed. Students will make comparisons to the pre-reformed system and today's system. They will be able to identify changes,</p>	<p>How and why did women get the vote? Students will examine the suffragette movement and how influential they were in getting women the vote in 1918 – students will begin to understand how democracy and liberty has been shaped over the last 150 years.</p> <p>How do we make laws? - Students will understand how an idea becomes a law and the democratic process behind it. Students will revisit the structure of the government, House of Commons, Lords, Royal assent.</p> <p>How is the law upheld? – Students will be looking at who upholds the law and bring about the idea of community responsibility. Students will</p>	<p>Making Change – Writing to our MP This lesson will introduce the process of making change happen. Students will examine this through writing a letter to their local MP on an issue that is important to them. Students will research the issue before being given guidance on how to structure and form their letter.</p> <p>What are Human Rights and why do we have them? Students will be introduced to the concept of human rights and the history behind them. Students will focus on why they were introduced, why we have them and what impact they have on their daily lives.</p>	<p>Philosophy for Children (P4C) – This half term will introduce P4C to the students – P4C is something which the EEF has said will add two months progress to the achievement and attainment of students – it will teach students to unpick ideas and debate them confidently. Each lesson will form the basis of a debate on a variety of issues related to <u>mutual respect and tolerance</u>.</p> <p>Fake News – Students will focus on the dangers of fake news and how they endanger British values, how we can spot it and how can help stop it.</p> <p>Religious tolerance – Focus on religious tolerance in Britain and how it has shaped our multicultural society. Students will focus on moments were religious tolerance</p>	<p>What is Active Citizenship? Introduction to the concept of active citizenship and how students can bring about change for a cause they believe in. Examples of campaigns for change will be presented to the students. Students will begin to consider what campaign they want to run.</p> <p>Planning for change – Students will work in small groups to select a campaign for change. They can select pre-existing examples of campaigns e.g. reducing plastic use, reducing carbon footprint, lowering the voting age. Students can also select a cause of their own but require teacher approval. Students will gather materials to create a knowledge</p>	<p>Presenting our campaigns – Students will present their campaigns for change and peer and self-assess their campaigns against a teacher-set criteria.</p> <p>Bringing together Y7 Citizenship - Students will create a revision resource including the keywords, concepts and knowledge gained throughout the year about British values.</p> <p>Students will complete a self-marking quiz which will assess the knowledge they have gained throughout Y7.</p>

weaknesses and strengths in the current system.	examine the role of the courts; the police and neighbourhood watch schemes.	Students will look at the Human Rights Act in the UK and look at examples of where human rights have been upheld and challenged by courts. [interleaving with upholding the law].	has been threatened in Britain and how we can promote tolerance. Freedom of Speech - Students will apply their P4C debate skills to examine the idea of freedom of speech and how it has been challenged.	board/presentation to present to the class.	
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas		Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
British Values: Democracy, rule of law, individual liberty mutual respect and tolerance of beliefs, Prime Minister, House of Commons, House of Lords, royal assent, constituency, MP, election	Male suffrage- Peterloo, Great Reform Act 1834; Chartists; rotten borough; pocket borough, suffragists, suffragettes, war work, Cat and Mouse Act, equality. Justice, equality, courts, neighbourhood watch, community responsibility. Laws, bills, green paper, white paper Key concepts- how and why did we get the vote and why did Britain become a more democratic society?	Education, freedom, slavery, United Nations, protection. Key Concept- how can we get our opinions heard in Parliament? How can we part of the democratic process?	Fake news, source, biased, verified, freedom of speech, tolerance, respect, debate, coherence, expression.	Campaign, change, presentation, debate, coherence, citizens, active, justice.	
Character development					
Students look at the role of democracy, equality and fairness. They will examine whether our democracy is fair and who might be unrepresented.	They will examine how women have fought for political equality in this country.	Students will learn about Human Rights and the Equality Act in the UK. They will examine why we have the human rights act and what purpose it serves.	The importance and applicability of debate skills will be stressed to students – understanding that everyone is respected in a debate and we listen to everyone.	Students will develop their presentation skills, working with a group, leadership skills. They will look at how they can implement change as citizens and the powers they have.	

Citizenship Curriculum Map Year 8

Overall Curriculum Goals

- Provide pupils with meaningful opportunities to understand how to be **responsible, active citizens who contribute positively to society**'.
- **The Year 8 curriculum will develop and deepen the student's knowledge of the fundamental British Values of democracy, liberty, rule of law and mutual respect.**
- To develop the skills on 'how to discuss and debate ideas in a considered way'
- To provide students with rich and balanced curriculum to demonstrate real learning on topics such as: how local government works, how we can make change, how we campaign, how the justice system works, human and animal rights, prejudice, racism, hatred. It is followed by an active citizenship project based on creating change.

Half Term 1 – Democracy	Half Term 2 – Rule of Law	Half Term 3 - Liberty	Half Term 4 – Respect and Tolerance	Half Term 5 – Active Citizenship	Half Term 6
<p>Recapping British Values - Students will revisit the British Values they covered in Y7, why we have them and explain why they are important. Students will look at the case study of Jo Cox MP and discuss whether British values are under threat.</p> <p>British Values utilised - Students will investigate the strengths and weaknesses of democracy, rule of law and individual liberty. Students will examine how we can ensure that these values are utilised to their best.</p> <p>How does local government work – Students will examine why we have local councils, how we can use them to help bring about change and the key features of the council.</p> <p>Why do we campaign? - Students will look at why we campaign to bring change. Students will examine famous campaigners both past and present and examine the successes and failures of certain campaigns.</p>	<p>How does the Justice system work in the UK? Students will understand how the criminal justice system works in the UK. What positives and weaknesses there are and how we could change the system.</p> <p>How should criminals be punished? Students will debate how criminals should be treated and how sentencing works in the UK. Students will examine different examples of when criminals have been treated differently and under different circumstances.</p> <p>Youth Crime – Students will focus on the role of youth crime in the UK society. This lesson will give a brief overview into statistics and problems related with youth crime. It will examine why youth crime is high and what factors are at play. Students will begin their active citizenship project. This will get students involved and thinking about how they can bring about change. They will work in groups of 3 to present a campaign on how they can change and help reduce youth crime in the UK. Students will continue this for homework.</p>	<p>Philosophy for Children (P4C) – This half term will introduce P4C to the students – P4C is something which the EEF has said will add two months progress to the achievement and attainment of students – it will teach students to unpick ideas and debate them confidently. Each lesson will form the basis of a debate on a variety of issues related to <u>liberty</u>.</p> <p>Human Rights - Students will revisit human rights and why we have them. Students will examine key case studies when human rights have been compromised – how can we change this and bring about awareness?</p> <p>Animal Rights – Students will look at why animal rights exist, what humans have done to protect these rights. Students will debate the role of testing and animal welfare.</p>	<p>What is racism? Students will look at racism and why it has existed in past societies. Students will examine why it has no place in our world</p> <p>A History of Racism - Students will look at what factors have allowed racism to exist. Students will identify key reasons why racism was never challenged in past societies and how we can work to rectify and improve in our 21st century world.</p> <p>Challenging racism and prejudice - Students will look at how campaigns have challenged racism and how we can challenge it in our daily lives. Students will examine key campaigns from BLM, Give Racism the Red Card, FIFA and UEFA. Monumental events such as the March on Washington, election of Barack Obama, Bristol Bus Boycott 1963 will be examined.</p> <p><u>Interleaving</u> – student understanding of campaigns and how to create change will be linked into the civil rights campaigns.</p>	<p>What is Active Citizenship? Introduction to the concept of active citizenship and how students can bring about change for a cause they believe in. Examples of campaigns for change will be presented to the students. Students will begin to consider what campaign they want to run.</p> <p>Planning for change – Students will work in small groups to select a campaign for change. They can select pre-existing examples of campaigns e.g. reducing plastic use, reducing carbon footprint, lowering the voting age. Students can also select a cause of their own but require teacher approval. Students will gather materials to create a knowledge board/presentation to present to the class.</p>	<p>Presenting our campaigns Students will present their campaigns for change and peer and self-assess their campaigns against a teacher-set criteria.</p> <p>Bringing together Y8 Citizenship - Students will create a revision resource including the keywords, concepts and knowledge gained throughout the year about British values.</p> <p>Students will complete a self-marking quiz which will assess the knowledge they have gained throughout</p>

Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<p>Government, democracy, council, campaign, change, liberty, law, tolerance, mutual respect.</p> <p>What does it mean to be a good Citizen in your local community? School?</p> <p>Building on prior knowledge from Y7 to promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.</p>	<p>Awareness, change, law, justice, barrister, sentencing, courts, custodial, community service, behaviour, magistrate, criminal, young offender.</p> <p>Students will debate sentencing laws and decide if they are fair, need changing? How can we bring change about.</p>	<p>Welfare, choice, rights, equality, liberty, expression, coherence, debate, freedom, abolition, education, slavery, United Nations.</p>	<p>Racism, prejudice, change, discrimination, freedom, civil rights, abolition, slavery, equality.</p>	<p>Campaign, change, presentation, debate, coherence, citizens, active, justice,</p>	
Character development					
<p>This unit allows students to revisit the fundamental British values that ran throughout their Year 7 unit. It also introduces students to 'campaigning' and how they can bring about change in their world as citizens.</p>	<p>This unit explores justice, sentencing and crime. Students will explore themes surrounding the death penalty and sentencing laws in the UK.</p>	<p>Students look at the Equality Act of 2010 and Human Rights legislation in the UK. They also explore animal rights and why they exist in the UK.</p>	<p>This unit focuses on racism and discrimination. It looks at why racism exists, how it has been challenged in the past and what we can do to continue challenging it.</p>	<p>Students will spend time actively campaigning for changes to issues that they are passionate about. They will demonstrate the skills and knowledge they have acquired about what it means to be a good citizen, justice, equality and representation in the UK.</p>	

Appendix 2: Wellbeing Curriculum Map

Wellbeing Curriculum Maps Years 7-11

Curriculum Intent

To educate and support our students to develop the knowledge and skills to manage life's challenges. To enable them to make the most of life's opportunities, to be safe, healthy, and prepared for life and work.

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<ul style="list-style-type: none"> Introduction to Brian Clarke expectations Respectful relationships 	<ul style="list-style-type: none"> Respectful relationships Internet and safety harms 	<ul style="list-style-type: none"> Physical health and fitness 	<ul style="list-style-type: none"> Physical and mental health and wellbeing Gender stereotypes 	<ul style="list-style-type: none"> Hate crime Extremism and radicalisation 	<ul style="list-style-type: none"> Alcohol and peer pressure Alcohol and physical and mental effects
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
Understanding expectations and getting to know each other and the school Learning how happiness is being connected to others How to talk about emotions accurately and sensitively using appropriate vocabulary	Learning how happiness is being connected to others. How to talk about emotions accurately and sensitively using appropriate vocabulary Similarities and differences between the online world and the physical world How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report or find support	Learning about positive associations between physical activity and promotion of mental wellbeing What constitutes a healthy life Maintaining a healthy weight Links between inactivity and ill-health	Mental wellbeing How to talk about and recognise emotions accurately and sensibly How to recognise early signs of mental wellbeing concerns Learning how happiness is being connected to others Benefits and importance of exercise and time outdoors how stereotypes, in particular stereotypes based on sex and gender can cause damage	Learning about the different legal provisions to protect young people and which ensure young people take responsibility for their actions Recognising warning signs of radicalisation	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood

Key Stage 3: Year 8

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<ul style="list-style-type: none"> Respectful relationships Families and close positive relationships 	<ul style="list-style-type: none"> Internet and safety harms Challenging harassment 	<ul style="list-style-type: none"> Mental wellbeing Physical health 	<ul style="list-style-type: none"> E-cigarettes and smoking Drugs 	<ul style="list-style-type: none"> Alcohol drugs and mental health 	<ul style="list-style-type: none"> Alcohol drugs and risky behaviour Eating disorders Gambling
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
Learning how happiness is being connected to others How to critically evaluate when something or they do or are involved in has a positive or negative effect on their own and other's mental health about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing	Similarities and differences between the online world and the physical world How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report or find support How stereotypes, in particular stereotypes based on sex and gender can cause damage to know what the law says about sex, relationships and young people	How to talk about emotions accurately and sensitively using appropriate vocabulary Learning how happiness is being connected to others How to recognise early signs of mental ill health Common types of mental ill health about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and	Facts about E-cigarettes and smoking School policy and laws relating to smoking and E-cigarettes Personal hygiene and its importance for health and the reduction of virus transmission the physical and psychological consequences of addiction the facts about legal and illegal drugs and their associated risks, including the link between drug	effective interventions for alcohol abuse the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood the physical and psychological consequences of addiction, including alcohol dependency	effective interventions for alcohol abuse the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood the physical and psychological consequences of addiction, including alcohol dependency Eating disorders and body image

That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them		prevention of infection, and about antibiotics the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn life-saving skills, including how to administer CPR the purpose of defibrillators and when one might be needed	use, and the associated risks, including the link to serious mental health conditions		Gambling and the accumulation of debt
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Key Stage 3: Year 9

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<ul style="list-style-type: none"> Equality and protected characteristics Intimate and sexual relationships 	<ul style="list-style-type: none"> Healthy relationships and families Marriage Peer pressure Serious and organised crime 	<ul style="list-style-type: none"> Pregnancy, abortion and adoption Relationships and harassment 	<ul style="list-style-type: none"> FGM Mental health and social media 	<ul style="list-style-type: none"> Internet and safety harms Body image and the media 	<ul style="list-style-type: none"> Finance- managing your money Finance- tax and wage slips
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal the communication and negotiation skills necessary for contraceptive use in healthy relationships the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed	the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary the importance of trust in relationships and the behaviours that can undermine or build trust How to form, maintain and manage positive relationships, including online safely and responsibly how people can actively communicate and recognise consent from others, including sexual consent legal provisions for serious and organised crime	the facts around pregnancy including miscarriage that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict what constitutes sexual harassment and sexual violence and why these are always unacceptable	The concepts of FGM and how these can affect current and future relationships The impact of time spent online and how this may affect mental health	Similarities between the online world and the physical world Unhealthy comparisons How people curate a perfect life online Over-reliance on online relationships How to be a discerning consumer of information online Targeted advertising Unhealthy comparisons online How people create a perfect life online	How to manage a household budget effectively Understanding wage slips and taxation

Key Stage 4: Year 10

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<ul style="list-style-type: none"> • Serious and organised crime and grooming • Attitudes to drugs 	<ul style="list-style-type: none"> • Challenging sexual harassment • Coercive control • contraception 	<ul style="list-style-type: none"> • sexual health • consent • Dangers of viewing harmful material 	<ul style="list-style-type: none"> • Online sharing and data • Stereotypes • Bullying 	<ul style="list-style-type: none"> • Mental Wellbeing • sexual exploitation • 	<ul style="list-style-type: none"> • honour-based violence • extremism and radicalisation
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<p>How to recognise and understand legal provisions for serious and organised crime</p> <p>criminal exploitation through gang involvement and ‘county lines’ drugs operations</p> <p>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions</p>	<p>what constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>the concepts and laws relating to coercion</p> <p>the facts about the full range of contraceptive choices, efficacy and options available</p>	<p>how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>the concepts of, and laws relating to, sexual consent</p> <p>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn</p> <p>that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p>	<p>How information and data is generated, collected, shared and used online</p> <p>How stereotypes, in particular stereotypes based on sex and gender can cause damage</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p>	<p>the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>promoting self-control and students’ ability to self-regulate</p> <p>Strategies to increase students’ confidence to achieve well and persevere when they encounter setbacks and challenges</p>	<p>The concepts and laws relating to sexual exploitation</p> <p>The concepts and laws relating to extremism and radicalisation</p>

Key Stage 4: Year 11

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<ul style="list-style-type: none"> • Serious and organised crime and grooming • Challenging sexual harassment 	<ul style="list-style-type: none"> • FGM • Violence against women and girls • Pregnancy abortion and options 	<ul style="list-style-type: none"> • Personal health, hygiene and how to spot health issues. • First aid • The importance of sleep 	<ul style="list-style-type: none"> • Dealing with change, transition after KS4. • Skills for life: financial management, taxes. 		
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<p>How to recognise and understand legal provisions for serious and organised crime</p> <p>criminal exploitation through gang involvement and ‘county lines’ drugs operations</p> <p>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions</p> <p>what constitutes sexual harassment and sexual violence and why these are always unacceptable</p>	<p>Revisit issue of FGM and how these can affect current and future relationships</p> <p>the facts around pregnancy including miscarriage that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p>	<p>How to recognise illness, the importance of self-examination, personal hygiene, the role of vaccines. How to carry out adequate first aid and the importance of sleep. Ways to maximise sleep and how it forms the part of a healthy balanced lifestyle.</p>	<p>Mental health focus on dealing with change and transition post 16. Looking at university and next step routes. Students will examine the importance of financial management, taxes, national insurance, pensions.</p>		