

| Year 1/2 CYCLE A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------|--|---|--|--|--|--|
| Areas of Study | Families and relationships <ul style="list-style-type: none">Introduction: Setting ground rules for RSE & PSHE lessonsFamilyFriendshipsFamilies are all differentOther people's feelingsGetting along with othersFriendship problemsGender stereotypes | Health and wellbeing <ul style="list-style-type: none">Understanding my feelingsRelaxation – laughter and progressive muscle relationWhat am I like?Ready for bed?Handwashing and personal hygieneSun safetyAllergiesPeople who help us stay healthy | Safety and the changing body <ul style="list-style-type: none">Communicating with adultsPeople who help to keep us safe in our local communityRoad safetySafety with medicinesMaking a call to the emergency servicesThe difference between secrets and surprisesAppropriate contactMy private parts are private. | Citizenship <ul style="list-style-type: none">RulesSimilar, yet differentBelongingJob roles in the communityOur school environmentOur local environment. | Economic wellbeing <ul style="list-style-type: none">MoneyNeeds and wantsLooking after moneyBanks and building societiesJobs | Transition <ul style="list-style-type: none">Transition and change lesson |
| Literacy Focus | Spoken language (Y1) - Role-playing, collaborative conversations and problem solving together. Spoken language (Y2) - having collaborative conversations to solve problems, knowing when to use manners Reading (Y2) - considering fictional families and comparing to their own, making inferences about characters' emotions. | Reading (Y1) inference - discussing how characters feel Spoken language (Y1)- building vocabulary around emotions Writing (Y1) - creating a book about those who keep us healthy | Spoken language (Y1)- considering how to communicate with adults, practising conversations, role-playing situations Spoken language (Y2) - Role-playing crossing the road | Writing (Y2) - Writing a thank you letter, writing a brief description of a job, designing an information leaflet. Spoken language (Y2) - giving a speech | Spoken language (Y1)- role playing a visit to a bank, asking relevant questions to a visitor Writing - write a short story about how they got some money | |
| Numeracy Focus | Statistics (Y2) - Venn diagrams for sorting | | | | Measurement (Money)- (Y1) recognise the value of different coins and notes | |
| SMSC | Experience sense of belonging Understanding the value of relationships Recognising and accepting difference and diversity Promoting equality and diversity Fostering a sense of community | Encourage self-awareness Encouraging pupils to work cooperatively Opportunities for personal enrichment through cultural experiences | Opportunities to be inquisitive Develop a caring attitude towards others | Develop an understanding of others Recognising and accepting difference and diversity Providing opportunities to explore right and wrong Fostering a sense of community Openness to new ideas and to modify thinking to accommodate them. | Encourage self awareness Providing a clear moral code Providing links with the wider community and world of work | Providing positive experiences Values of a school community Developing individual self evaluation |
| Year 3/4 CYCLE A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Areas of Study | Families and relationships <ul style="list-style-type: none">Introduction: Setting ground rules and signpostingFriendship issues and bullyingThe effects of bullying and the responsibility of the bystanderStereotyping – GenderStereotyping – Age/disabilityHealthy friendships – boundariesLearning who to trustRespecting differencesChange and loss - bereavement | Health and wellbeing <ul style="list-style-type: none">My healthy diaryDiet and dental healthRelation – stretchesWonderful meMy superpowersCelebrating mistakesMy happiness | Safety and the changing body <ul style="list-style-type: none">Be kind onlineCyberbullyingShare awarePrivacy and secrecyFirst Aid: Bites and stingsAlcohol and tobacco(Y3) First Aid Emergencies and calling for help(Y4) Introducing puberty(Y3) Road safety(Y4) Growing up | Citizenship <ul style="list-style-type: none">Recycling/reusingLocal community buildings and groupsLocal council and democracyRulesRights of the childHuman rights | Economic wellbeing <ul style="list-style-type: none">Spending choicesBudgetingMoney and emotionsJobs and careersGender and careers | Transition <ul style="list-style-type: none">Coping strategies |
| Literacy Focus | Spoken language (Y3) - working collaboratively to solve problems, role-playing, developing listening skills Spoken language (Y4) - listening and speaking respectfully to adults role- playing how to speak to the bereaved. Writing (Y3) - writing a comic book story Reading (Y4) - inferring characters' feelings and motives from their actions, exploring fictional characters, researching a person | Reading (Y3) - recognising kenning poems and their structure, discussing a character from a story. Reading (Y4) - considering the message of a story about growth mindset, considering characters' feelings. Writing (Y3) - writing a kenning poem about themselves Writing (Y4) - writing a job application Spoken language (Y4) - Creating a rap, poem or advert about keeping teeth healthy, building vocabulary around emotions | Spoken language (Y3) - role playing a call to 999 and scenarios Spoken language (Y4) - Holding a debate, having collaborative conversations | Reading (Y3) - retrieving information from a non-fiction text Spoken language (Y3) - taking part in collaborative decision making Spoken language (Y4) -Role playing an MP surgery meeting. | Spoken language (Y3) - coming up with scenarios Measurement (Y3) - budgeting money Solve number and practical problems (Y4) - keeping track of money | |
| Numeracy Focus | | | | | | |
| SMSC | Experience sense of belonging Understanding the value of relationships Recognising and accepting difference and diversity Promoting equality and diversity Fostering a sense of community | Encourage self-awareness Encouraging pupils to work cooperatively Opportunities for personal enrichment through cultural experiences | Opportunities to be inquisitive Develop a caring attitude towards others | Develop an understanding of others Recognising and accepting difference and diversity Providing opportunities to explore right and wrong Fostering a sense of community Openness to new ideas and to modify thinking to accommodate them. | Encourage self awareness Providing a clear moral code Providing links with the wider community and world of work | Providing positive experiences Values of a school community Developing individual self evaluation |
| Year 5/6 CYCLE A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Areas of Study | Families and relationships <ul style="list-style-type: none">Introduction: Setting ground rules and signpostingBuild a friend – what makes a good friendRespectRespecting myselfMarriageBullyingStereotypingChallenging stereotypes | Health and wellbeing <ul style="list-style-type: none">Relaxation – yogaThe importance of restEmbracing failureGoals for goalsTaking responsibility for my feelingsHealthy mealsSun safety | Safety and the changing body <ul style="list-style-type: none">Online friendshipsStaying safe onlineFirst Aid: ChokingAlcoholDrugs, alcohol and tobacco: Influences(Y5) Puberty(Y6) Puberty and emotional changes(Y5) Menstruation(Y6) Conception(Y5) Emotional changes in puberty(Y6) Pregnancy and birth | Citizenship <ul style="list-style-type: none">Breaking the lawPrejudice and discriminationProtecting the planetContributing to the communityRights and responsibilitiesParliament and national democracy | Economic wellbeing <ul style="list-style-type: none">BorrowingIncome and expenditurePrioritising spendingRisks with moneyCareers | Identity <ul style="list-style-type: none">(Y6) What is identity?(Y6) Gender identity(Y6) Identity and body image Transition <ul style="list-style-type: none">Roles and responsibilities |
| Literacy Focus | Writing (Y5) - writing a letter to a problem page, writing a response, writing a newspaper report Writing (Y6) - writing a guide to resolving conflict Reading (Y5) - inferring characters' feelings Reading (Y6) - discussing a book about loss and grief Spoken language (Y5) - asking relevant questions Spoken language (Y6) - creating a piece of media to encourage thinking about stereotypes | Spoken language (Y5) - preparing a video guide about a good night's sleep Spoken language (Y6) - acting in role as a doctor or nurse explaining why immunisation is important Writing (Y5) - writing a script for their video, writing a 'choose your destiny' story. | | Spoken language (Y5) -having a mock trial Reading (Y5) - summarising points when reading about people who have helped the community Writing (Y6) - writing a story or newspaper article based on the story of Malala Yousafzai, writing a letter to a government minister, | | |
| Numeracy Focus | | Number and place value (Y5) - attempting some maths problems to learn about resilience Addition and subtraction (Y5) - working out calories in a meal by adding | | | Measurement (Y5) - learning to track income and expenditure, devising a budget | |
| SMSC | Experience sense of belonging Understanding the value of relationships Recognising and accepting difference and diversity Promoting equality and diversity Fostering a sense of community | Encourage self-awareness Encouraging pupils to work cooperatively Opportunities for personal enrichment through cultural experiences | Opportunities to be inquisitive Develop a caring attitude towards others | Develop an understanding of others Recognising and accepting difference and diversity Providing opportunities to explore right and wrong Fostering a sense of community Openness to new ideas and to modify thinking to accommodate them. | Encourage self awareness Providing a clear moral code Providing links with the wider community and world of work | Providing positive experiences Values of a school community Developing individual self evaluation |

| Year 1/2 CYCLE B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------|---|--|--|---|--|--|
| Areas of Study | Families and relationships <ul style="list-style-type: none">• Introduction: Setting ground rules for RSE & PSHE lessons• Family• Friendships• Other people’s feelings• Getting along with others• Friendship problems• Gender stereotypes• Change and loss | Health and wellbeing <ul style="list-style-type: none">• Understanding my feelings• Steps to success• Developing a growth mindset• Being active• Relaxation: breathing exercises• Healthy diet• Looking after our teeth | Safety and the changing body <ul style="list-style-type: none">• Communicating with adults• Road safety• Safety at home• Safety with medicines• What to do if I get lost• The internet• Appropriate contact• My private parts are private. | Citizenship <ul style="list-style-type: none">• Rules• Similar, yet different• Caring for others: Animals• The needs of others• Democratic decisions• School council• Giving my opinion | Economic wellbeing <ul style="list-style-type: none">• Money• Needs and wants• Saving and spending• Banks and building societies• Jobs | Transition <ul style="list-style-type: none">• Transition and changes lesson |
| Literacy Focus | Spoken language (Y1) - Role-playing, collaborative conversations and problem solving together. Spoken language (Y2) - having collaborative conversations to solve problems, knowing when to use manners Reading (Y2) - considering fictional families and comparing to their own, making inferences about characters’ emotions. | Reading (Y1) inference - discussing how characters feel Spoken language (Y1) - building vocabulary around emotions Writing (Y1) - creating a book about those who keep us healthy | Spoken language (Y1) - considering how to communicate with adults, practising conversations, role-playing situations Spoken language (Y2) - Role-playing crossing the road | Writing (Y2) - Writing a thank you letter, writing a brief description of a job, designing an information leaflet. Spoken language (Y2) - giving a speech | Spoken language (Y1) - role playing a visit to a bank, asking relevant questions to a visitor Writing - write a short story about how they got some money Measurement (Money)- (Y1) recognise the value of different coins and notes | |
| Numeracy Focus | Statistics (Y2) - Venn diagrams for sorting | | | | | |
| SMSC | Experience sense of belonging Understanding the value of relationships Recognising and accepting difference and diversity Promoting equality and diversity Fostering a sense of community | Encourage self-awareness Encouraging pupils to work cooperatively Opportunities for personal enrichment through cultural experiences | Opportunities to be inquisitive Develop a caring attitude towards others | Develop an understanding of others Recognising and accepting difference and diversity Providing opportunities to explore right and wrong Fostering a sense of community Openness to new ideas and to modify thinking to accommodate them. | Encourage self awareness Providing a clear moral code Providing links with the wider community and world of work | Providing positive experiences Values of a school community Developing individual self evaluation |
| Year 3/4 CYCLE B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Areas of Study | Families and relationships <ul style="list-style-type: none">• Introduction: Setting ground rules and signposting• Friendship issues and bullying• Healthy families• Stereotyping – Gender• Stereotyping – Age/disability• How my behaviour affects others• Effective communication to support relationships• Respect and manners• Respecting differences | Health and wellbeing <ul style="list-style-type: none">• My healthy diary• Looking after our teeth• Relaxation: visualisation• Meaning and purpose – my role• Resilience: breaking down problems• Emotions• Mental health | Safety and the changing body <ul style="list-style-type: none">• Fake emails• Internet safety: age restrictions• Consuming information online• Tobacco• First Aid: asthma• Alcohol and tobacco• (Y3) First Aid Emergencies and calling for help• (Y4) Introducing puberty• (Y3) Road safety• (Y4) Growing up | Citizenship <ul style="list-style-type: none">• Recycling/reusing• Local community buildings and groups• Local council and democracy• Diverse communities• Rights of the child• Charity | Economic wellbeing <ul style="list-style-type: none">• Spending choices• Budgeting• Money and emotions• Jobs and careers• Jobs for me | Transition <ul style="list-style-type: none">• Coping strategies |
| Literacy Focus | Spoken language (Y3) - working collaboratively to solve problems, role-playing, developing listening skills Spoken language (Y4) - listening and speaking respectfully to adults role- playing how to speak to the bereaved. Writing (Y3) - writing a comic book story Reading (Y4) - inferring characters’ feelings and motives from their actions, exploring fictional characters, researching a person | Reading (Y3) - recognising kenning poems and their structure, discussing a character from a story. Reading (Y4) - considering the message of a story about growth mindset, considering characters’ feelings. Writing (Y3) - writing a kenning poem about themselves Writing (Y4) - writing a job application Spoken language (Y4) - Creating a rap, poem or advert about keeping teeth healthy, building vocabulary around emotions | Spoken language (Y3) - role playing a call to 999 and scenarios Spoken language (Y4) - Holding a debate, having collaborative conversations | Reading (Y3) - retrieving information from a non-fiction text Spoken language (Y3) - taking part in collaborative decision making Spoken language (Y4) -Role playing an MP surgery meeting. | Spoken language (Y3) - coming up with scenarios Measurement (Y3) - budgeting money Solve number and practical problems (Y4) - keeping track of money | |
| Numeracy Focus | | | | | | |
| SMSC | Experience sense of belonging Understanding the value of relationships Recognising and accepting difference and diversity Promoting equality and diversity Fostering a sense of community | Encourage self-awareness Encouraging pupils to work cooperatively Opportunities for personal enrichment through cultural experiences | Opportunities to be inquisitive Develop a caring attitude towards others | Develop an understanding of others Recognising and accepting difference and diversity Providing opportunities to explore right and wrong Fostering a sense of community Openness to new ideas and to modify thinking to accommodate them. | Encourage self awareness Providing a clear moral code Providing links with the wider community and world of work | Providing positive experiences Values of a school community Developing individual self evaluation |
| Year 5/6 CYCLE B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Areas of Study | Families and relationships <ul style="list-style-type: none">• Introduction: Setting ground rules and signposting• Friendship skills• Respect• Resolving conflict• Family life• Stereotyping• Challenging stereotypes• Change and loss | Health and wellbeing <ul style="list-style-type: none">• Relaxation – mindfulness• What can I be?• Taking responsibility for my health• The impact of technology on health• Resilience toolbox• Immunisation• Physical health concerns• Good and bad habits | Safety and the changing body <ul style="list-style-type: none">• Critical digital consumers• Social media• First Aid: Bleeding• First Aid: Basic life support• (Y5) Puberty• (Y6) Puberty and emotional changes• (Y5) Menstruation• (Y6) Conception• (Y5) Emotional changes in puberty• (Y6) Pregnancy and birth | Citizenship <ul style="list-style-type: none">• Pressure groups• Valuing diversity• Food choices and the environment• Caring for others• Rights and responsibilities• Parliament and national democracy | Economic wellbeing <ul style="list-style-type: none">• Attitudes to money• Keeping money safe• Stereotypes in the workplace• Gambling• Careers• Careers | Identity <ul style="list-style-type: none">• (Y6) What is identity?• (Y6) Gender identity• (y6) Identity and body image Transition <ul style="list-style-type: none">• Roles and responsibilities |
| Literacy Focus | Writing (Y5) - writing a letter to a problem page, writing a response, writing a newspaper report Writing (Y6) - writing a guide to resolving conflict Reading (Y5) - inferring characters’ feelings Reading (Y6) - discussing a book about loss and grief Spoken language (Y5) - asking relevant questions Spoken language (Y6) - creating a piece of media to encourage thinking about stereotypes | Spoken language (Y5) - preparing a video guide about a good night’s sleep Spoken language (Y6) - acting in role as a doctor or nurse explaining why immunisation is important Writing (Y5) - writing a script for their video, writing a ‘choose your destiny’ story. Number and place value (Y5) - attempting some maths problems to learn about resilience Addition and subtraction (Y5) - working out calories in a meal by adding | | Spoken language (Y5) -having a mock trial Reading (Y5) - summarising points when reading about people who have helped the community Writing (Y6) - writing a story or newspaper article based on the story of Malala Yousafzai, writing a letter to a government minister, | Measurement (Y5) - learning to track income and expenditure, devising a budget | |
| Numeracy Focus | | | | | | |
| SMSC | Experience sense of belonging Understanding the value of relationships Recognising and accepting difference and diversity Promoting equality and diversity Fostering a sense of community | Encourage self-awareness Encouraging pupils to work cooperatively Opportunities for personal enrichment through cultural experiences | Opportunities to be inquisitive Develop a caring attitude towards others | Develop an understanding of others Recognising and accepting difference and diversity Providing opportunities to explore right and wrong Fostering a sense of community Openness to new ideas and to modify thinking to accommodate them. | Encourage self awareness Providing a clear moral code Providing links with the wider community and world of work | Providing positive experiences Values of a school community Developing individual self evaluation |

| <u>Year 7</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Easter 1</u> | <u>Easter 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|------------------------------|---|---|---|---|--|---|
| Areas of Study | Transition and safety Transition to secondary school and personal safety in and outside school, including first aid | Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations | Diversity Diversity, prejudice, and bullying | Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM | Building relationships Self-worth, romance and friendships (including online) and relationship boundaries | Financial decision making Saving, borrowing, budgeting and making financial choices |
| <u>Literacy Focus</u> | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing |
| <u>Numeracy Focus</u> | | | | | | Budgeting Money choices |
| <u>SMSC</u> | Experience sense of belonging | Encourage pupils to work cooperatively | Recognising and accepting diversity and difference Recognising and accepting the moral codes of others | Encourage self awareness | Having a clear moral code Understanding the values of relationships | |
| <u>Year 8</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Easter 1</u> | <u>Easter 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
| Areas of Study | Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use | Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work | Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies | Identity and relationships Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception | Digital literacy Online safety, digital literacy, media reliability, and gambling hooks |
| <u>Literacy Focus</u> | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing |
| <u>Numeracy Focus</u> | | | | | | |
| <u>SMSC</u> | | <u>Providing positive corporate experinecs</u> | Recognising and accepting diversity and difference Recognising and accepting the moral codes of others | | Having a clear moral code Understanding the values of relationships | |
| <u>Year 9</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Easter 1</u> | <u>Easter 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
| Areas of Study | Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | Setting goals Learning strengths, career options and goal setting as part of the GCSE options process | Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes | Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid | Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography | Employability skills Employability and online presence |
| <u>Literacy Focus</u> | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing |
| <u>Numeracy Focus</u> | | | | | | |
| <u>SMSC</u> | Having a clear moral code Understanding the values of relationships | Having the opportunity to work collaboratively | Having a clear moral code Understanding the values of relationships | Encourage self awareness | Having a clear moral code Understanding the values of relationships | Providing positive corporate experiences |

| <u>Year 9</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Easter 1</u> | <u>Easter 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|--|---|---|---|--|--|--|
| Areas of Study | Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | Setting goals Learning strengths, career options and goal setting as part of the GCSE options process | Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes | Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid | Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography | Employability skills Employability and online presence |
| <u>Literacy Focus</u> <u>Numeracy Focus</u> | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing | Reading appropriate texts Responding in writing |
| <u>SMSC</u> | Having a clear moral code Understanding the values of relationships | Having the opportunity to work collaboratively | Having a clear moral code Understanding the values of relationships | Encourage self awareness | Having a clear moral code Understanding the values of relationships | Providing positive corporate experiences |

| <u>Year 10</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Easter 1</u> | <u>Easter 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|--|---|--|---|---|---|---|
| Areas of Study | Mental Health Mental health and ill health, stigma, safeguarding health, including periods of change. | Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices | Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography | Exploring influence The influence and impact of drugs, gangs, role models and the media | Addressing extremism and radicalisation Communities, belonging and challenging extremism | Future Opportunities Strengths and weaknesses and readiness to work |
| <u>Literacy Focus</u> <u>Numeracy Focus</u> | Reading of key texts and writing responses | Reading of key texts and writing responses Budgeting – addition, multiplication, subtracting | Reading of key texts and writing responses | Reading of key texts and writing responses | Reading of key texts and writing responses | Reading of key texts and writing responses Writing for correct purpose |
| <u>SMSC</u> | Encourage self awarenees Develop an understanding of others | Links with the wider community and the world of work | Understanding the value of relationships Encourage self awareness | Encourage self awarenees Develop an understanding of others | Promoting equality and diversity Developing an understanding of others Recognising and accepting difference and diversity | Links with the wider community and the world of work |
| <u>Year 11</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Easter 1</u> | <u>Easter 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
| Areas of Study | Building for the future Self-efficacy, stress management, and future opportunities | Next steps Application processes, and skills for further education, employment and career progression | Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | Independence Responsible health choices, and safety in independent contexts | Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships | |
| <u>Literacy Focus</u> <u>Numeracy Focus</u> | Reading of key texts and writing responses | Reading of key texts and writing responses Writing for correct purpose | Reading of key texts and writing responses | Reading of key texts and writing responses | Reading of key texts and writing responses | |
| <u>SMSC</u> | Links with the wider community and the world of work Encourage self awareness | Links with the wider community and the world of work | Understanding the value of relationships Encourage self awareness | Links with the wider community | Understanding the value of relationships Encourage self awareness | |

| <u>Post 16</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|--|---|-----------------|---|-------------------|-----------------|-----------------|
| Area of Study | Relationships | Mental Health | Addressing Extremism and Radicalisation | Healthy Lifestyle | Discrimination | Careers |
| <u>Literacy Focus</u> | Reading of texts, poems and scenarios, written responses. | | | | | |
| <u>Numeracy Focus</u> | | | | | | |
| <p><u>SMSC</u></p> <p><u>Spiritual</u> Experience curiosity, experience a sense of belonging, understand the value of relationships, encourage self awareness, develop an understanding of others, develop a caring attitude towards others, recognise and accept difference and diversity.</p> <p><u>Moral</u> Provide a clear moral code, promote equality, diversity, explore right and wrong, respecting others’ moral codes.</p> <p><u>Social</u> Reinforcing values of the school community, encouraging collaboration, providing conceptual and linguistic framework for debate, developing individual self evaluation and providing links with the wider community and the world of work.</p> <p><u>Cultural</u> Encouraging an understanding and recognition of own cultural assumptions, understanding the influences of our own cultural heritage, openness to new ideas an thinking. Opportunities for cultural enrichment and fostering a willingness to participate in cultural activities.</p> | | | | | | |