Timeline	Major theme	Minor theme	Learning Outcomes	Content Focus	PTC
Sept-Oct (5)	Health & Wellbeing	Physical Health	KNOW how to self-examine and access health services - Describe key health checks that need to be undertaken throughout life - Describe the purpose of vaccinations - List health services UNDERSTAND the invisible nature of physical health and illness AND the reasons that some may avoid accessing health services - Explain way health checks and vaccinations are important - Analyse why some people fear accessing health services BE ABLE TO critically assess sources of health information AND self-screen and use health services with confidence - Critically assess differing opinions on health - Use health services with confidence	Health Checks - Intro, the facts, why they are so important, where to go Health Checks - Anti-vaxxers Doctor fear - Why do we fear health services? Accessing health services	Physical changes in Year 7 Personal hygiene in Year 8 Critiquing health sources in Year 9 Sexual health services in Year 9 & 10
		Mental Health	KNOW how emotions positively and negatively influence mental health AND strategies that help to maintain good mental health - Describe the impact of different emotions on mental health - List strategies to maintain positive mental health UNDERSTAND the importance of maintaining positive self-esteem AND that certain circumstances may lead to poor mental health - Explain why self-esteem is important to maintain positive mental health - Explain what circumstances may lead to poor mental health BE ABLE TO speak confidently about their emotions AND balance commitments to maintain positive mental health - Speak confidently about your emotions - Organise your time to balance a range of commitments	Emotions - Intro, why do I feel down? Emotions - How do exams make us feel? Strategies - stress management and maintaining positive mental health	Emotions and stress management in Year 7 Self-esteem in Year 8 Mental illness in Year 9
		Risk Behaviours	KNOW the risks associated with tobacco/vaping AND how to follow criminal law - List the risks associated with smoking/vaping - State the law on knife crime UNDERSTAND the relationship between risk behaviours, self-concept and peer pressure AND why and how young people become involved	Smoking/Vaping - Intro, the science, the risks Vaping - Why is it cool to vape? Do we know enough?	Smoking in Year 8 Gangs in Year 9 Drugs & alcohol in Year 10

			in crime - Explain how self-concept and peer pressure influences smoking/vaping - Analyse why young people becoming involved in knife crime BE ABLE TO think critically about why others may participate in risk behaviours AND confidently seek help if risk behaviours become unsafe or unhealthy - Critically assess whether vaping is safe - Seek help if you have concerns about smoking/vaping and knife crime	Knife crime - Intro, the law, the facts, how to get help Knife crime - #knife free - stories	
Oct-Nov (5)	Futures & Careers	What's out there?	KNOW a range of possible career paths and employment options AND the roles and responsibilities involved in a range of careers - List different careers in the business sector - Describe the roles and responsibilities involved in a range of business based careers UNDERSTAND how stereotypes and expectations may limit aspiration AND why different careers are required within our society - Explain how stereotypes limited aspiration in business careers - Explain why business careers are important in our society BE ABLE TO make informed decisions about what career path to pursue AND challenge stereotypes that limit aspiration - Analyse the pros and cons of a career in the business sector - Reflect on whether you would like to pursue a career in the business sector - Challenge stereotypes that prevent some pursuing business careers	Careers in business - Intro, careers carousel, what will change in the future? Careers in business - What is it really like?	Services in Year 7 Creative careers in Year 8 STEM in Year 9 Caring careers in Year 10 Nature of success in Year 7 Aspiration in Year 9
		Work ready	KNOW post-16 options AND how to successfully acquire a job - List post-16 options - Describe how interviews help you acquire a job UNDERSTAND how different post-16 options can lead to different employment opportunities AND the stereotypes that exist concerning different post-16 and post-18 options AND the purpose of the job application process - Explain how different post-16 subjects/qualifications can lead to different employment options	Post-16 options - Intro and subjects linked to careers Post-16 options - The myths, sixth form, college and apprenticeships Interviews - Intro, key skills, practice	Interviews ELD Employment skills in KS3 Performance character in KS3 Post-14 options in Year 9

			- Critically assess stereotypes that exist about different post-16 options - Critically assess the purpose of interviews in the job application process BE ABLE TO make informed decisions about what post-16 options to take AND confidently prepare for the job application process - Assess post-16 options for your personal future - Complete interview practice		CVs in Year 9 Work experience and cover letters in Year 10
Dec-Jan (5)	British Values & Character	Equality Democracy Performance Character Moral Character	**Alternate Religions and Cults** KNOW the difference between a religion and a cult and be able to understand the common characteristics of cults and cult leaders. - the characteristics of a Cult leader and what makes a good leader. - what makes a person vulnerable to becoming the victim of a cult or cult-like thinking. UNDERSTAND how to identify the difference between a religion and a cult. - How cult leaders are able to attract their following. - How to safeguard against the dangers of cults. - How to guide your PEERs away from Cult and Conspiracy type thinking. BE ABLE TO identify the difference between a religion and a cult. - Safeguard against cults and the tactics which cults use to attract followers. - Help guide their peers away from cult and conspiracy type thinking.	Religions Vs Cults Qualities of Religious and Cult leaders. What makes someone vulnerable to joining a cult and way to guard against this. Scientology. Conspiracy theories and the Illuminati.	Performance and Moral character in KS3 Helping others in KS3 Work ready - Oracy skills in Year 8 Extinction rebellion in Year 8 Racism in Year 9 Inspirational religious leaders in Year 10.
Feb-Mar (5)	Sex & Relationships	Platonic relationships	KNOW how peer pressure impacts platonic relationships - Describe how peer pressure impacts online platonic relationships UNDERSTAND why peer pressure exists AND how platonic relationships can become negative or unsafe - Analyse why peer pressure exists in online platonic relationships - Explain how online platonic relationships can become negative	Peer pressure in PR - Intro, link to risk behaviours Online NPR - University whatsApp groups - Why is discrimination	Peer pressure in risk behaviours in from Years 7-10 Character in disputes in Year 9

			BE ABLE TO challenge negative platonic relationships AND confidently seek help when in a negative platonic relationship - Challenge negative online platonic relationships - Seek help if concerned about negative online platonic relationships	accepted? AI chat bots - Can this be an effective platonic relationship?	Cyberbullying in Year 10 Discrimination in KS3
		Intimate relationships	KNOW how pressure and control can impact intimate relationships AND the law about coercive control and domestic abuse - Describe how coercive control impacts intimate relationships - State the laws on coercive control and domestic abuse UNDERSTAND why people stay in negative intimate relations AND the issues surrounding control and abuse - Analyse why some stay in intimate relationships involving coercive control - Explain why coercive control and domestic abuse exist BE ABLE TO make informed decisions about the positivity of intimate relationships AND confidently seek help when in a negative intimate relationship - Critically assess if coercive control is affecting your intimate relationship - Seek help if you experience coercive control in an intimate relationship	Coercive Control - Intro, the law, the facts, how to get help Coercive Control - Coronation Street - Yasmeen and Geoff	Pressure in Year 8 Consent in Year 10 Grooming in Year 9
		Ready for sex	KNOW where to find and how to use different types of contraception AND how to maintain sexual health - Name different types of contraception - Describe where to find contraception and how to maintain sexual health UNDERSTAND the importance of contraception during sexual activity - Explain the importance of contraception during sexual activity - Explain the risks of unprotected sexual on health BE ABLE TO confidently source and use contraception - Confidently source and use contraception when required - Analyse the inequity in contraception	Contraception - Intro, types, risks, where to get it Contraception - Scenarios (sexual health & emergency) Contraception - gender imbalance - pill for men?	Contraception /STIs in Year 9 Pregnancy /having children in Year 10
		Related issues	KNOW the law on extremism AND the law and a range of beliefs about abortion	Radicalisation - Intro, the law, the	Radicalisation in Year 9

			- State the laws on extremism and abortion - List a range a different beliefs about abortion UNDERSTAND what can be done to safeguard ourselves and others from sexually-related offences AND why opinions differ on abortion - Explain how we can safeguard against radicalisation - Analyse why opinions differ on abortion BE ABLE TO confidently seek help if concerned about sexually-related offences AND make safe and informed decisions about abortion - Seek help if you are concerned about grooming and radicalisation - Reflect on your personal beliefs on abortion	facts and Prevent Radicalisation stories - Shamima Begum and Involuntarily Celibates Abortion - Intro, the law, stories Abortion - Pro-life vs Pro-choice	Unwanted Pregnancy in Year 10 Religious views on abortion in Year 10
Apr-May (10)	Community & Citizenship (RS)	Helping others Protecting the environment Building citizenship	**Ethics** KNOW a range of moral dilemmas and their own personal responses to these. - How Humanist ethics suggests they should act. - How Buddhist ethics suggests they should act. - How Utilitarianism suggests they should act. - What cultural relativism is and how it informs postmodern ethics. - What egoism is and how it may contribute to modern ethics. UNDERSTAND how to use various ethical theories to address complex moral problems. - How humanists approach ethical issues. - How Buddhists approach ethical issues. - How Utilitarianism approaches ethical issues. - How Cultural Relativism informs ethics. - How egoism informs ethics. BE ABLE TO approach moral dilemmas and ethical issues with some skills to navigate the problem and make justified decisions. - Critically evaluate various ethical views to inform their own moral decisions making and encourage them to help others and improve society. - Understand how other people make decisions and why these	Various applied ethical dilemmas. Humanist ethical views. Buddhist ethical views. Utilitarian ethical views. Cultural Relativism and egoism.	Moral character in KS3 Political awareness in Year 8 Cultural awareness in Year 7 Religion and Society in Year 10. Inspirational religious leaders in Year 10. Global Issues in Year 10.

			may be different to their own but not ‘necessarily’ wrong.		