Major theme	Minor theme	Learning Objective	Content focus	PTC
Sex & Relationships Sept - Oct (8)	Platonic relationships	KNOW how to manage platonic relationships AND the features of negative platonic relationships (bullying) - Describe how to manage friendships - List the features of negative friendships UNDERSTAND the complexity of relationship management AND how platonic relationships can become negative or unsafe - Explain why relationship management is so challenging - Explain how friendships can become negative BE ABLE TO form and sustain positive platonic relationships AND confidently seek help when in a negative platonic relationship - Demonstrate effective relationship management skills - Critically assess the quality of your friendships - Seek help if you are being bullied	Banter vs Bullying - Intro, what makes a good friendship and scenarios Banter vs Bullying - Nick Hancock & Luke Chadwick Negative friendships - Why don't we question our friends?	Peer pressure in Year 11 Cyberbullying in Year 10 Relationship management in Year 9 Moral character - Empathy
	Intimate relationships	KNOW how pressure impact intimate relationships AND the law on consent - Describe how pressure can impact intimate relationships - State the law on consent UNDERSTAND the issues surrounding pressure, consent and rape - Discuss why pressure exists in intimate relationships - Discuss why consent and rape are persistent issues BE ABLE TO make informed decisions about the positivity of intimate relationships AND confidently seek help when in a negative intimate relationship - Follow the law on consent in intimate relationships - Critically assess if pressure and consent issues are affecting your intimate relationship - Seek help if you experience pressure, sexual assault or rape in an intimate relationship	Consent - Intro, BBC court case lesson, seeking help Consent - Brock Turner Rape case - Linent sentencing Pressure - Sexual coercion - Intro, the facts, seeking help Pressure - Why is sexual coercion not seen as a criminal offence?	Consent/rape in Year 10 Coercive control in Year 11 Risk behaviours - pressure
	Ready for sex	KNOW the emotions associated with sexual activity AND about diversity in sexual orientation - Describe the emotions associated with sexual activity - List different sexual orientations	Emotions - Intro, why is this important, scenarios Confidence - Why are	Sexual Orientation in Year 7 Confidence/self-esteem in Year 8

		UNDERSTAND the importance of confidence and positive self-esteem in sexual relationships AND the stereotypes and myths associated with different sexual orientations - Explain why confidence and self-esteem are essential in sexual relationships - Recognise stereotypes and myths associated with different sexual orientations - Analyse different views about sexual orientation BE ABLE TO make informed decisions about when to have sex - Critically assess your confidence in sexual activity	we so bad at talking about sex? Sexual Orientation - Intro, myths and stereotypes Sexual Orientation - Confused with gender identity	
	Related issues	KNOW the law and risks associated with pornography and sex online - State the laws on pornography and sex online - List the risks associated with sex online UNDERSTAND why opinions differ on pornography - Critically assess different views about pornography BE ABLE TO make safe and informed decisions about pornography and sex online - Confidently and safely navigate pornography and sex online	Pornography - law, facts, myths (including strangulation and suffocation) Pornography - Does the porn industry exploit the vulnerable? Pornography - If porn was illegal (South Korea)	Sexting/nudes in Year 9
Community & Citizenship CORE RE Nov - Dec (6)	Building Citizenship	KNOW how politics governs our society AND the main political parties and how their policies differ - Describe how British politics governs society - List a range of political parties and their policies UNDERSTAND the relationship between politics and democracy - Critically assess the positive and negative effects of British politics on democracy BE ABLE TO confidently discuss politics AND make critical and informed political decisions - Discuss the policies of a range of political parties - Reflect on what political party you would vote	British politics - Intro, the facts and different parties British politics - How do I vote? Why don't people vote? British politics - Do we vote for people or policies? Question Time - Link to key political issues	Political awareness in Year 8
	Protecting the environment	KNOW the impact that humans are having on the environment AND actions that can be taken to protect the environment - Describe the impact of human diet on the environment	Environmental issues - Intro, link human diet to climate change	Climate change and nutrition in Year 8

		- Describe how the human diet can be adapted to protect the environment UNDERSTAND why a range of environmental issues exist AND the challenges that prevent people from protecting the environment - Explain why the meat industry has evolved to negatively affect the environment - Analyse the challenges of adapting human diet to protect the environment BE ABLE TO critically discuss environmental issues AND act responsibly to minimise environmental impact - Critically discuss whether we should continue to eat meat - Reflect on how/whether to adapt diet to minimize environmental impact	Human diet - Should we continue to eat meat? Human diet - Are vegans undermining their own cause?	
	Helping others	KNOW issues that people are facing both locally and globally AND the individual and collective benefits of helping others - Describe the impact of poverty in the UK - Describe why we should help those in poverty UNDERSTAND why a range of local and global issues exist AND the challenges that prevent people from helping others - Explain why poverty/homelessness exists in the UK - Analyse why more people don't support the homeless BE ABLE TO help others by raising awareness, volunteering or performing charitable acts AND critically discuss how best to help others - Discuss ways to help people in poverty - Perform charitable acts to help people in poverty	Poverty - Intro, the facts and how to help Homelessness - Would you give to the homeless? Christmas Charity Project - Link to poverty/homelessness	Taxes and services in Year 8 Financial security in Year 9
Health & Wellbeing Jan - Feb (7)	Risk behaviours	KNOW the risks associated with drugs AND the risks associated with a range of behaviours such as driving and body modification - State the laws on drugs and driving - List the risks associated with drugs, driving and tanning UNDERSTAND the relationship between risk behaviours, self-concept and peer pressure AND the circumstances when certain risk behaviours may become unsafe - Explain how peer pressure and self concept influence drug taking, driving and tanning	Risk behaviours - Intro, young people and risk - psychology and peer pressure Drugs - Speaker - Why do young people take drugs? Road safety - Learn to live - Staying safe on	Road safety in KS2 Drugs in Year 8 and Year 10 Body modification - plastic surgery in Year 10

		- Analyse when and why drug taking, driving and tanning become unsafe BE ABLE TO think critically about why others may participate in risk behaviours AND make informed and safe decisions when undertaking risk behaviours AND confidently seek help if risk behaviours become unsafe or unhealthy - Analyse why some people take drugs/drive dangerously - Critically assess if/when to take drugs, drive and undergo body modification - Seek help if you have concerns about drugs, driving or body modification	the roads Body modification - Tanning - Skin cancer on the rise so why do we tan?	
	Physical Health	KNOW the physical changes that occur throughout life AND how to perform basic first aid including CPR - List health issues that can arise throughout life - Describe emergency first aid for a range of minor injuries - Describe how to perform CPR UNDERSTAND how we can improve the health of others AND the importance of first aid and CPR in personal safety - Explain why donation is important in improving the health of others - Explain situations where first aid and CPR knowledge would be required BE ABLE TO use health services with confidence AND use CPR and first aid to keep yourself and others safe - Critically assess why donation is unpopular - Reflect on whether you would sign up for donation - Perform CPR and accurately treat minor injuries	Health issues - Intro, the facts and link to donation Donation - Why don't more people do it? First Aid and CPR - Staying safe at parties	Health through the ages and first aid in Year 7 CPR in Year 10 Doctor fear in Year 11 Risk behaviours - drugs and driving
	Mental Health	KNOW warning signs of poor mental health AND a range of poor mental health conditions and negative coping strategies - List possible warning signs of poor mental health - List a range of mental health conditions and negative coping strategies UNDERSTAND the stigma and myths that surround mental health AND the challenges of effectively managing/treating mental health	Mental health - Intro, the facts and conditions Mental health - Why is mental health so difficult to treat? Mental health - Male	Mental illness in Year 9 Self care and stress management in Year 11

		- Critically assess the stigma that surrounds mental health - Explain why treating mental health is so difficult BE ABLE TO confidently seek help when experiencing poor mental health - Seek help when experiencing poor mental health - Support others with their mental health	suicide - Speak up Mental health - Supporting one another - How to get and give help	
Futures & Careers Mar - May (7)	What's out there?	KNOW a range of possible career paths and employment options AND the requirements (skills and qualifications) for a range of careers - List a range of different career paths and employment options - List the requirements for a range of careers UNDERSTAND how motivation, skills and interests shape future career choices AND the importance of exploring a range of careers - Explain what can shape your future career choice - Analyse the importance of exploring a range of careers BE ABLE TO confidently explore career paths and employment options AND make informed decisions about what career path to pursue - Explore a range of career paths and employment options - Reflect on which career you would like to pursue	Unifrog - What motivates me? Unifrog - What different sectors are out there? Why do so many people change careers? Unifrog - How do I get there?	Nature of success in Year 7 Different career sectors from Year 7-11
	Work ready	KNOW post-18 options AND how to successfully acquire a job (CVs, cover letters, interviews, assessment centres) - List a range of post-18 options - Describe how to successfully create CVs and personal statements UNDERSTAND how different post-18 options can lead to different employment opportunities AND the stereotypes that exist concerning different post-18 options - Analyse the post-18 options you could pursue for your chosen career - Critically assess the stereotypes that surround different post-18 options BE ABLE TO make informed decisions about what post-18 options to take AND confidently prepare for the job application process - Assess post-18 options for your personal future - Create a CV and personal statement	Post-18 Options - Intro, what's out there, what are the myths? Post-18 Options - University Post-18 Options - Apprenticeships Job prep - CVs Job prep - Personal statements	Post-16 options in Year 10 and 11 Interviews, CVs and cover letters in Year 10 and 11 Performance and moral character

British Values & Character CORE RE Jun - July (4)	Equality	KNOW the different forms of discrimination that exist in society - Describe class discrimination UNDERSTAND how and why unconscious bias exists AND the negative consequences of discrimination - Explain unconscious bias with respect to social class - Analyse the consequences of class discrimination BE ABLE TO question stereotypes and unconscious bias AND challenge discrimination - Critically assess classist stereotypes - Challenge discrimination in your views and the views of others	Unconscious bias - Intro, types of discrimination, equality act Class discrimination - do we wear our class? Class discrimination - is our social media a class echo chamber?	Discrimination in KS3 Helping others - homelessness stereotypes
	Democracy	KNOW how laws are created and changed AND how democracy has/can shape society - Describe how the law evolves as need arises - Describe how democracy can create change in society UNDERSTAND the challenges that prevent democracy, law and liberty from being successful - Explain the challenges of law creation and change BE ABLE TO critically assess the laws that govern society AND participate in a lawful, democratic society - Discuss whether certain laws should be changed - Reflect on the balance between law, liberty and democracy	The evolution of law - Intro, can we change laws? Law vs liberty - Extremism - can we ban extremist views? Law vs liberty - Extremism - should extremists be rehabilitated?	Extremism in Year 9 and 11 The basics of democracy in KS3 Freedom of speech in Year 9 Building citizenship - Political awareness
	Performance character	KNOW the meaning of performance character traits - Define teamwork and leadership UNDERSTAND that everyone has different performance character strengths and weaknesses AND how strong performance character can lead to academic, professional and social success - Analyse why you have good/bad teamwork and leadership skills - Explain how teamwork and leadership can lead to success BE ABLE TO use performance character to be successful in academic, social and professional endeavors AND challenge themselves in performance character building situations - Demonstrate effective teamwork and leadership - Analyse the complex nature of teamwork and leadership	House Project - An event to raise money for charity (testing event for house captains/leadership roles)	Performance Character in KS3 Helping others - Christmas charity project

	Moral character	KNOW the meaning of moral character traits - Define empathy and compassion UNDERSTAND that everyone has different moral character strengths and weaknesses AND how strong moral character can lead to positive social, emotional and civic change - Analyse why you have good/bad empathy and compassion skills - Explain why empathy and compassion are important to promote change BE ABLE TO use moral character to create positive social, emotional and civic change AND challenge themselves in moral character building situations - Demonstrate empathy and compassion - Analyse the complex nature of empathy and compassion	Empathy and compassion - Are teenagers self-centred? Empathy and compassion - Were teenagers more likely to flout lockdown rules?	Moral character in KS3 Helping others - Christmas charity project Risk behaviours - Why teenagers take risks?