Major theme	Minor theme	Learning Outcome	Content focus	PTC
Futures & Careers Sept - Oct	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 - Explain what can shape your future career choice - Analyse which career you would be suited to BE ABLE TO make informed decisions about what career path to pursue - Chose a career path to pursue - Reflect on how you will start your career journey	My Career - Exploration of options using unifrog Career's encounters - What is it really like? Your career journey - What steps do I need to take?	Nature of success in Year 7 Different career sectors from Year 7-11 Introduction of post-18 career exploration in Year 12
	Work Ready	KNOW how to successfully acquire a post-18 option (CVs, cover letters, interviews, assessment centres) - Describe how to successfully apply for a post-18 option - List how to be successful at interview and/or at an assessment centre UNDERSTAND how different post-18 options can lead to different employment opportunities - Explain the purpose of interviews and assessment centres - Analyse the post-18 options you could pursue for your chosen career 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 - Complete a post-18 application process - Complete interview and assessment centre practice	Applications - complete UCAS/apprenticeship applications Interviews - University, Employment and Apprenticeships - how do we prepare? How do I stand out? Assessment Centres - Group tasks, tests and discussions - how do I prepare? How do I stand out?	Post-16 options in Year 10 and 11 Post-18 Options in Year 12 Interviews, CVs and cover letters in Year 10 and 11 CVs and personal statements in Year 12
Sex & Relationships Nov - Jan	Platonic relationships	KNOW the positive impact of platonic relationships AND how to manage platonic relationships - Describe the positive impact of friendships - Describe how to make and manage new friendships UNDERSTAND the complexity of relationship management AND why	Making new friends - Why are friendships important in the next phase of life? How will it feel to live on your	Peer pressure in Year 11 Cyberbullying in Year 10 Relationship

		peer pressure exists - Analyse the challenges you may face when making new friendships - Examine how peer pressure may impact new friendships BE ABLE TO form and sustain positive platonic relationships AND challenge negative platonic relationships - Be confident to form and sustain new friendships - Challenge negative friendships	own? How will you make new friends in a new environment?	management in Year 9 Banter vs Bullying in Year 12
	Intimate relationships	KNOW the features of positive intimate relationships AND how pressure and control can impact intimate relationships - Describe positive intimate relationships - Describe how pressure, control and abuse impacts intimate relationships UNDERSTAND why people stay in negative intimate relationships AND the issues surrounding pressure, control and abuse - Analyse why people stay in negative intimate relationships - Discuss why pressure, control and abuse exists in intimate relationships BE ABLE TO make informed decisions about the positivity of intimate relationships AND confidently seek help when in a negative intimate relationship - Evaluate the positivity of intimate relationships - Critically assess if pressure and consent issues are affecting your intimate relationship	Positive intimate relationships - What do positive intimate relationships look like? How will you form positive intimate relationships in the next phase of life? Control & Abuse - Why does control and abuse exist in intimate relationships? Why do people stay in negative intimate relationships?	Consent/rape in Year 12 Coercive control in Year 11
	Ready for sex	KNOW where to find and how to use different types of contraception AND how to maintain sexual health - List different types of contraception - Describe where you can get contraception - Describe how to use different types of contraception UNDERSTAND the importance of contraception during sexual activity AND the issues surrounding unwanted pregnancy - Explain why contraception is important in sexual activity - Analyse the issues that surround unwanted pregnancy BE ABLE TO make informed decisions about when to have sex AND confidently source and use contraception	Contraception - Recap types, Where can I get contraception when I am away from home? Contraception - Natural vs Chemical - is the pill worth the risk? Sexual Health - The consequences of poor sexual health	Contraception in Year 9 & 11 Emotions in sex in Year 12

		- Critically assess when to have sex - Confidently source and use contraception		
	Related Issues	KNOW the law on sexual-related offences such as exploitation - Define criminal exploitation UNDERSTAND the reasons that sexual-related offences exist AND what can be done to safeguard ourselves and others from sexually-related offences - Explain why criminal exploitation exists - Assess what can be done to safeguard yourself and others from criminal exploitation BE ABLE TO confidently seek help if concerned about sexually-related offences AND empathise with the victims of sexually-related offences - Empathise with victims of criminal exploitation - Seek help if concerned about criminal exploitation	Criminal exploitation - how are young people coerced into committing crimes? What is the relationship between criminal exploitation and gangs? County lines	Gangs in Year 9 Sexal exploitation in Year 10
Health & Wellbeing Feb- March	Physical Health	KNOW The importance of diet AND how to self-screen and access health services - Describe a balanced diet - Describe how to self-screen - List a range of health services UNDERSTAND the challenges of maintaining a balanced diet AND the reasons that some may avoid accessing health services - Analyse why it is challenging to maintain a balanced diet - Assess why some may avoid using health services BE ABLE TO make informed choices about diet AND self-screen and use health services with confidence - Critically assess how you will maintain a balanced diet - Perform self-screening routines - Use health services with confidence	Diet - How will you maintain a balanced diet in the next phase of your life? Is fast food cheaper? Is quality food worth it? What common mistakes do young people make? Self-screening - How should we self-screen? Why should we self-screen? Where can you access health services?	Diet in Year 8 Self-screening and health services in Year 11
	Mental Health	KNOW how emotions positively and negatively influence mental health AND strategies that help to maintain good mental health - Describe how emotions can impact mental health - List strategies to maintain good mental health UNDERSTAND the importance of maintaining positive self-esteem AND that certain circumstances may lead to poor mental health	Emotions - Why don't we talk about our emotions? What emotions are we likely to feel leaving school/home? What	Mental illness in Year 12 Self care and stress management in Year 11

		- Explain the importance of maintaining positive self-esteem - Analyse what circumstances may lead to negative mental health BE ABLE TO speak confidently about their emotions AND balance commitments to maintain positive mental health - Speak confidently about your emotions - Balance commitments to maintain positive mental health	impact do our emotions have on mental health? Stress management - What strategies can we use to maintain positive mental health? How can we balance our commitments?	
	Risk Behaviours	KNOW the risks associated with alcohol AND how to stay safe on the internet - List the risks associated with alcohol - Describe how to stay stay from scams online UNDERSTAND the relationship between risk behaviours, self-concept and peer pressure AND the circumstances when certain risk behaviours may become unsafe - Explain the relationship between alcohol, self-concept and peer pressure - Analyse the circumstances that alcohol/being online may 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 - Critically assess why people choose to drink alcohol excessively - Make informed and safe decisions when drinking alcohol and using the internet	Alcohol - Why do young British people drink to excess? Is alcohol needed to make friends? How can you stay safe when drinking away from home? Online scams - Why are online scams on the rise? What is the warning signs of an online scam?	Alcohol in Year 7 & 10 Drugs in Year 12 Online safety in Year 7 and online relationships in Year 9
Community & Citizenship CORE RE March - May	Building citizenship	KNOW how to maintain financial security - Define financial literacy - List ways to maintain financial security UNDERSTAND how individuals get into financial difficulty - Explain why some people find it difficult to maintain financial security - Analyse how you may get in financial difficulty when leaving school BE ABLE TO make critical and informed financial decisions	Loans - Why might I need a loan and student finance? Budgeting - How will I manage my money - when I have a wage? When I am away from home? Banks/Saving - Where	Taxes and services in Year 8 Financial security in Year 9

		- Make critical and informed financial decisions	should I keep my money and why? What different accounts do I need?	
	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 materialism & travel on the environment - Describe how consumerism & travel can be adapted to have minimal impact on the environment UNDERSTAND why a range of environmental issues exist AND the challenges that prevent people from protecting the environment - Explain how consumerism & travel have evolved to negatively affect the environment - Analyse the challenges of adapting human consumerism & travel 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 be materialistic/travel to excess - Reflect on how/whether to adapt what you consume and how you travel to minimize environmental impact	Consumerism - Are humans too materialistic? Can consumerism be stopped? How will you choose to shop when you live away from home? Travel - Is it unethical to travel? Is it hypocritical to be an environmental activist and travel?	Rubbish in Year 7 Diet in Year 12
	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 the ageing population on the UK - Describe why we should help the ageing population UNDERSTAND why a range of local and global issues exist AND the challenges that prevent people from helping others - Explain the challenges that face the elderly - Analyse why more people don't support the elderly 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 the elderly - Perform charitable acts to help the elderly	Ageing population - What is the impact of the ageing population? Charity Project - Supporting the elderly - Care home visits, letters and performances	Poverty and the homeless in Year 12
British Values &	Equality	KNOW the different forms of discrimination that exist in society	Unconscious bias -	Discrimination in

Character CORE RE June-July		- Describe unconscious bias - Describe religious persecution UNDERSTAND how and why unconscious bias exists AND the negative consequences of discrimination - Explain unconscious bias with respect to religion - Analyse the consequences of religious discrimination BE ABLE TO question stereotypes and unconscious bias AND challenge discrimination - Critically assess religious stereotypes - Challenge discrimination in your views and the views of others	What unconscious bias do you have and what are the consequences? Has your unconscious bias changed since Year 12? Religious persecution - How do we stereotype religions in the UK? How is religious persecution taking place overseas?	KS3 Unconscious bias and class discrimination in Year 12
	Democracy	KNOW how democracy has/can shape society - Describe UK democracy - Describe how democracy can create change in society UNDERSTAND the challenges that prevent democracy, law and liberty from being successful AND how these values differ in different countries - Explain the challenges that the UK democracy faces - Compare the UK democracy with democracy in other countries BE ABLE TO critically assess the laws that govern society AND participate in a lawful, democratic society - Critically assess whether the UK is a democratic country - Critically assess whether you trust others to be democratic	UK Democracy - Is the UK democratic? Voting systems & Political corruption How does our democracy compare with other countries? USA/Norway Voting - Do we trust people to place in an informed vote?	The basics of democracy in KS3 Political awareness and freedom of speech in Year 12
	Performance character	NOW the meaning of performance character traits - Define problem solving & confidence 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 problem solving and confidence skills - Explain how problem solving and confidence can lead to success BE ABLE TO use performance character to be successful in academic, social and professional endeavors AND challenge themselves in	Problem solving - Individual challenges, Escape room Confidence - Speech - what am I passionate about?	Performance Character in KS3 Leadership & teamwork in Year 12 Work ready - Employability skills

		performance character building situations - Demonstrate effective problem solving & confidence - Analyse the complex nature of problem solving & confidence		
	Moral character	KNOW the meaning of moral character traits - Define self-awareness and gratitude 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 self-awareness and gratitude skills - Explain why self-awareness and gratitude 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 self-awareness and gratitude - Analyse the complex nature of self-awareness and gratitude	Self-awareness - Who am I? Why am I the way I am? How will I change in the next phase of life? Gratitude - Why have you had the opportunities that you have? Thank someone for their impact on your school career	Moral character in KS3 Empathy and compassion in Year 12