| Timeline | Major theme | Minor theme | Learning Outcomes | Content Focus | Link to PTC |
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| Sept-Oct (6) | 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<br>- List different careers in the creative sector<br>- Describe the roles and responsibilities involved in a range of creative based careers<br>UNDERSTAND the importance of exploring a range of careers AND why different careers are required within our society<br>- Explain why you have/haven't previously explored these careers<br>- Explain why creative careers are important in our society<br>BE ABLE TO make informed decisions about what career path to pursue<br>- Analyse the pros and cons of a career in the creative sector<br>- Reflect on whether you would like to pursue a career in the creative sector | Creative careers - careers carousel<br>Creative careers - The X factor generation<br>Career talk - What is it really like?<br>Creative careers in the future - What might change? | Services sector and nature of success in Year 7 |
| | | Work ready | KNOW the skills and attributes that employers value AND employee rights and responsibilities<br>- Describe oracy skills<br>- List employee rights and responsibilities<br>UNDERSTAND why employability skills are important<br>- Explain the purpose of oracy skills in the workplace<br>BE ABLE TO build skills and attributes that will lead to professional success AND safely and confidently contribute to the working world<br>- Perform basic oracy skills<br>- Critically assess your oracy skills<br>- Evaluate employee rights and responsibilities | Oracy skills - Intro and oracy challenges<br>Oracy skills - Oracy in the workplace<br>Employee rights and responsibilities - Intro and should we increase the minimum wage<br>Employee rights and responsibilities - Whistleblowing - case study | Digital literacy and media literacy in Year 7 |
| Oct-Dec (8) | Health & Wellbeing | Physical health | KNOW how to maintain personal hygiene to prevent illness AND the importance of diet in maintaining physical health<br>- Describe how to maintain personal hygiene | Personal hygiene - Intro, types and routines | Diet in KS2<br><br>Physical |

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| | | | - List the components of a balanced diet<br>- Describe how diet helps us maintain physical health<br>UNDERSTAND the challenges of maintaining a balanced diet AND the invisible nature of physical health and illness<br>- Explain why personal hygiene is important to prevent illness<br>- Critically assess why most people do not maintain a balanced diet<br>BE ABLE TO make informed choices about diet AND critically assess sources of health information<br>- Choose a diet that fits your needs<br>- Evaluate different nutritional information | Personal hygiene - The consequences of poor hygiene<br>Role of the pharmacy<br>Diet - Intro, specific foods and why they are important<br>Diet - Dieting - Why does nutritional advice vary so much? | changes in Year 7 |
| | | Mental health | KNOW strategies that help to maintain good mental health AND how emotions positively and negatively influence mental health<br>- List strategies that help to maintain good mental health<br>- Describe why positive self-esteem and body image are important<br>UNDERSTAND the importance of maintaining positive self-esteem<br>- Explain the relationship between self-esteem, body image and mental health<br>- Critically assess messages about body image that influence self-esteem<br>BE ABLE TO speak confidently about their emotions AND confidently seek help when experiencing poor mental health<br>- Speak confidently about your self-esteem and body image<br>- Seek help if negatively affected by body image messages | Self care - Intro, importance and strategies to maintain mental health<br>Self care - Build your self-esteem<br>Body Image - Social media - filters<br>Body Image - Fitness for looks | Stress management and emotions in Year 7 |
| | | Risk behaviours | KNOW the risks associated with substance abuse (drugs and tobacco)<br>- State the laws on smoking and taking drugs<br>- State the risks associated with smoking and taking drugs<br>UNDERSTAND the relationship between risk behaviours, self-concept and peer pressure AND the circumstances when certain risk behaviours may become unsafe<br>- Explain how peer pressure influences smoking and drug taking<br>- Explain why and when smoking and drugs may become unsafe<br>BE ABLE TO think critically about why others may participate in risk | Drugs - Intro, the law, the science and the risks<br>Drugs - Should drugs be legalized?<br>Smoking & Vaping - Intro, the law, the science and the risks<br>Smoking & Vaping - | Drugs and smoking in KS2<br><br>Alcohol in Year 7 |

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| | | | behaviours AND make informed and safe decisions when undertaking risk behaviours<br>- Analyse why some people smoke and take drugs<br>- Critically assess if/when to smoke and take drugs | Why do some people still smoke?<br>Smoking and drugs - Peer pressure (scenarios) | |
| Jan-Feb (7) | Sex & Relationships | Platonic relationships | KNOW the components of identity (gender, social, personal)<br>- List the components of identity<br>- Describe your identity<br>UNDERSTAND the importance of identity in relationships<br>- Explain why identity is important in platonic relationships<br>- Critically assess why there is diversity in gender identity<br>BE ABLE TO form and sustain positive platonic relationships<br>- Speak confidently about your identity<br>- Evaluate how your identity influences your platonic relationships | Identity - Intro, components and how they form<br>Gender identity - Gender vs sex<br>Identity - How identity influences relationships - positives and negatives | Gender identity in KS2<br><br>Positive platonic relationships in Year 7 |
| | | Intimate relationships | KNOW how pressure and control can impact intimate relationships AND how sexual activity can impact intimate relationships<br>- Describe how pressure can impact intimate relationships<br>- Describe how pressure links with sexual activity<br>UNDERSTAND why people stay in negative intimate relations AND the issues surrounding pressure in intimate relationships<br>- Explain why pressure is often accepted in intimate relationships<br>- Analyse the effects of pressure in an intimate relationship<br>BE ABLE TO make informed decisions about the positivity of intimate relationships AND confidently seek help when in a negative intimate relationship<br>- Critically assess if pressure is affecting your intimate relationship<br>- Seek help when experiencing pressure in an intimate relationship | Pressure - Intro, the law linked to consent and scenarios<br>Pressure - Why is pressure accepted?<br>Pressure - Seeking help | Pressure in relationships in KS2<br><br>Positive features of intimate relationships in Year 7<br><br>Risk behaviours - peer pressure |
| | | Ready for sex | KNOW the emotions associated with sexual activity<br>- Describe the emotions associated with sexual activity<br>UNDERSTAND the importance of confidence and positive self-esteem | Emotions and sexual activity - Intro and how would you feel? | Sexual orientation in Year 7 |

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| | | | in sexual relationships<br>- Explain why confidence and self-esteem are essential in sexual relationships<br>BE ABLE TO make informed decisions about when to have sex<br>- Critically assess whether you would feel confident to have sex | Confidence and self-esteem - Are we too self-conscious? | Mental health - Self esteem and body image |
| | | Related issues | KNOW the law about forced marriage and FGM<br>- State the law on forced marriage and FGM<br>UNDERSTAND the reasons that sexual-related offences exist AND what can be done to safeguard ourselves and others from sexually-related offences<br>- Analyse why forced marriage and FGM exists in society<br>- Explain how we can prevent forced marriage and FGM<br>BE ABLE TO confidently seek help if concerned about sexually-related offences AND empathise with the victims of sexually-related offences<br>- Empathise with victims of forced marriage and FGM<br>- Seek help if you are concerned about forced marriage and FGM | Forced marriage - Intro (history), the law, stories<br>Forced marriage - Where is child marriage legal (America)?<br>FGM, Virginity testing & Hymenoplasty - Intro, the law, the facts, stories<br>FGM - Julia lalla-maharajh | FGM in KS2<br><br>Marriage in Year 7 |
| Mar-May (9) | British Values & Character | Equality | KNOW the different forms of discrimination that exist in society<br>- Define sexism and homophobia<br>UNDERSTAND the cultural circumstances that have created inequality AND the negative consequences of discrimination<br>- Discuss the cultural circumstances that have lead to sexism and homophobia<br>- Explain the negative consequences of sexism and homophobia<br>BE ABLE TO question stereotypes and unconscious bias AND challenge discrimination<br>- Critically assess sexist and homophobic stereotypes<br>- Challenge discrimination in your views and the views of others | Sexism - Intro, the law, the history<br>Sexism - 'Sexism no longer exists'<br>Misogyny today<br>Homophobia - Intro, the law, the history<br>Homophobia - 'That's so gay' | Equality, equity and tolerance in Year 7<br>Sexual harassment in Year 7<br>Boys don't cry in Year 7<br><br>Platonic relationships - gender identity |
| | | Democracy | KNOW how laws are created and changed AND how democracy | Democracy - Why is | UK law, |

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| | | | has/can shape society<br>- Describe how laws are created and changed in other countries<br>- Describe how other countries achieve democracy<br>UNDERSTAND how law, liberty and democracy differ in different countries<br>- Explain why law and democracy differ in other countries<br>- Compare and contrast laws and democracy across countries<br>BE ABLE TO critically assess the laws that govern society<br>- Critically assess laws and democracy in a range of countries<br>- Reflect on the importance of different laws | Norway the most democratic country?<br>Democracy - Why is North Korea the least democratic country?<br>Law creation and change - Intro and comparison with UK<br>Gun laws - UK, USA and NZ<br>Drug laws - UK, Canada and Portugal | liberty and democracy in Year 7<br>Risk behaviours - drugs<br><br>Sex in the world - Forced marriage |
| | | Performance character | KNOW the traits that make up performance character AND the meaning of performance character traits<br>- Define problem solving and leadership<br>UNDERSTAND how strong performance character can lead to academic, professional and social success<br>- Explain why problem solving and leadership are important<br>- Analyse effective problem solvers and leaders<br>BE ABLE TO challenge themselves in performance character building situations<br>- Demonstrate effective problem solving and leadership<br>- Analyse the complex nature of problem solving and leadership | Problem solving - Intro, challenges and problem solvers<br>Leadership - Intro, challenges and leaders | Teamwork and resilience in Year 7<br><br>Work ready - oracy skills |
| | | Moral character | KNOW the traits that make up moral character AND the meaning of moral character traits<br>- Define respect and gratitude<br>UNDERSTAND how strong moral character can lead to positive social, emotional and civic change<br>- Explain why respect and gratitude are important<br>- Analyse respectful and grateful individuals<br>BE ABLE TO challenge themselves in moral character building situations<br>- Demonstrate respect and gratitude<br>- Analyse the complex nature of respect and gratitude | Respect and Gratitude - Intro and how respectful and grateful are we?<br>Project - Thank you | Honesty and courage in Year 7 |

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| May-Jul (6) | Community & Citizenship | Helping others | KNOW the individual and collective benefits of helping others<br>- Describe how taxes are used to help others<br>- Describe the link between taxes and public services<br>UNDERSTAND the challenges that prevent people from helping others<br>- Explain why some people avoid paying taxes<br>- Explain why some public services are becoming privatised<br>BE ABLE TO critically discuss how best to help others<br>- Discuss how much tax different individuals should pay<br>- Reflect on the benefits of public services | Taxes - Intro, why and history<br>Taxes - I want to pay more tax vs tax dodgers<br>Public services - Intro and history<br>Public services - 'Don't privatise our NHS' | Services sector (careers) in Year 7<br><br>Lack of education in Year 7 |
| | | Protecting the environment | KNOW the impact that humans are having on the environment AND actions that can be taken to protect the environment<br>- Describe the effect of climate change on the environment<br>- List ways to prevent climate change<br>UNDERSTAND why a range of environmental issues exist AND the challenges that prevent people from protecting the environment<br>- Explain how humans are causing climate change<br>- Analyse why more people don't use methods to reduce the impact of climate change<br>BE ABLE TO critically discuss environmental issues AND act responsibly to minimise environmental impact<br>- Critically discuss the issue of climate change<br>- Act in a way that minimises climate change | Climate change - Intro and the science, biggest causes<br>Climate change - 'What I do doesn't matter' - individuals vs companies vs countries<br>Climate change - Extinction rebellion - too extreme? | Waste and recycling in Year 7<br>Courage (moral character) in Year 7<br><br>Democracy - law creation<br>Performance character - leadership |
| | | Building citizenship | KNOW how politics governs our society AND the main political parties and how their policies differ<br>- Describe how British politics governs society<br>- List a range of political parties<br>UNDERSTAND the relationship between politics and democracy<br>- Critically assess the positive and negative effects of British politics on democracy<br>BE ABLE TO confidently discuss politics AND make critical and informed political decisions<br>- Discuss the policies of a range of political parties<br>- Reflect on the political decisions you do or don't support | British politics - Intro, the facts and different parties<br>British politics - Do we trust politicians?<br>Brexit - Did we make the right choice? | Democracy and politics in Year 7 |