

TKS Life Curriculum Map:

Year 7	HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
Overview	Being Me in My World. Students develop an understanding of how they fit in to the world we live in.	Celebrating Difference Students explore whether we need to feel 'the same as' to belong.	Dreams and Goals Students develop an understanding of how their choices can affect their own dreams and goals.	Healthy Me Students develop an understanding as to what extent they are responsible for their own mental and physical health.	Relationships Students develop an understanding about what can make a relationship healthy or unhealthy.	Changing Me Students explore how they feel about becoming an adult.
End point	Understand how to maintain positive on and offline relationships	Understand how respect has an impact on relationships	Understand that the choices they make affect their relationships, health and future.	Understand some key things they can do to sustain their own wellbeing.	Understand behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is.	Understand the potential impact of changes in puberty on how they feel and suggest ways to cope with the changes.
Knowledge and Skills	<ul style="list-style-type: none"> Can recognise that identity is affected by a range of factors Can understand how peer pressure operates within groups Can recognise how they present themselves online Can understand what can influence their behaviour online 	<ul style="list-style-type: none"> Can describe that prejudice and discrimination are Can understand what bystanders are and their impact on bullying Can explain some ways the Equality Act protects against prejudice and discrimination Can challenge their own and others' attitudes and values, and accept difference in others Can understand the wide range of roles in society and the variety of individuals that operate within them Can understand what stereotyping means and its potential impact Can define stereotyping and explain why it is unhelpful Can challenge prejudice and discrimination assertively Can understand that positive and negative discrimination can take different forms and how it can affect people's lives Can explain what the Equality Act is and can give some examples of protected characteristics Can understand what bullying is and some of the motivations behind bullying behaviours 	<ul style="list-style-type: none"> Can identify their own dreams and goals and recognise that these may change over time Can identify some skills that may benefit their future, including employment Can use their own experiences, including mistakes and setbacks, to make appropriate changes to plans and behaviour Can explain how responsible choices enable them to move towards their dreams and goals Can give examples of when an irresponsible or unsafe choice could affect a person's dreams and goals 	<ul style="list-style-type: none"> Can explain ways to help myself when feeling stressed Can understand how health can be affected by emotions and know a range of ways to keep myself well and happy Can recognise when they feel stressed and the triggers associated with this Can understand how physical activity can help combat stress Can explain about different substances and the effects they have on the body and why some people use them Can understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind Can understand the role of vaccinations and can explain differing views on this 	<ul style="list-style-type: none"> Can identify characteristics and benefits of positive, strong, supportive, relationships Can understand what expectations might be of having a romantic/attraction relationship Can understand what is meant by consent Can identify the supportive relationships in their life Can explain that relationships change and suggest how to manage this Can identify why people sometimes fall out An suggest ways to manage conflict within their own friendship group Can understand that discernment is an important skill when being a consumer of media Can recognise when to use assertiveness in some of my relationships Can understand the personal and legal consequences of sexting Can understand what is meant by consent 	<ul style="list-style-type: none"> Can understand that the media can have a positive or negative impact on a person's self-esteem or body image Can identify where to go for help if they are worried about their body image or self-esteem Can understand some changes in their brain during puberty Can understand some of the emotional changes during puberty Know where to access support if they are worried about adolescence
Assessment	End of topic assessment booklet and quiz	End of topic assessment booklet and quiz	End of topic assessment booklet and quiz	End of topic assessment booklet and quiz	End of topic assessment booklet and quiz	End of topic assessment booklet and quiz
Reading Opportunities	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets
Writing Opportunities	Do now tasks In lesson tasks Note taking from the board Assessment booklet	Do now tasks In lesson tasks Note taking from the board Assessment booklet	Do now tasks In lesson tasks Note taking from the board Assessment booklet	Do now tasks In lesson tasks Note taking from the board Assessment booklet	Do now tasks In lesson tasks Note taking from the board Assessment booklet	Do now tasks In lesson tasks Note taking from the board Assessment booklet
Vocabulary focus	Influencers Peer pressure Online identity Sexting	Prejudice Discrimination Stereotypes Bullying	Dreams Goals	Stress Anxiety Immunisation Healthy lifestyle	Positive & healthy relationships Discernment Assertiveness	Female Genital Mutilation Breast Ironing IVF Puberty

Year 8	HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
Overview	Being Me in My World Students develop an understanding of how they can choose to fit into the world.	Celebrating Difference Students develop an understanding of how different people really are.	Dreams and Goals Students develop an understanding of how the choices they make now can influence their future.	Healthy Me Students develop and understanding of how they can become responsible for their own health and happiness.	Relationships Students develop an understanding of how to feel 'worth it' in a relationship.	Changing Me Students develop an understanding of what factors make an intimate relationship happy and healthy.
End point	Understand how to identify influences and differences and use these positively in their own relationships.	Understand how respect and equality, or the lack of these, affects relationships and explain how they can make a difference (self-efficacy)	Understand that the choices they make now can affect their future.	Understand some key things that they can do to sustain their own health and happiness in the face of stress and understand how and when the influences of others could be harmful to their health and happiness.	Understand the differences between a healthy, positive relationship and a coercive one.	Understand what behaviours and attitudes could make a relationship healthy or unhealthy and understand some risks associated with pornography or alcohol use in relation to relationships
Knowledge and Skills	<ul style="list-style-type: none"> Can appreciate that identities are complex and can change over time Can appreciate the similarities, differences and diversity of people's identities Can understand about collective and individual identities and cultural diversity Can understand the influence family has on self-identify Can define what stereotypes are Can understand that first impressions can lead to judgements that may be misinformed Can understand that there is a range of beliefs within any community and they can recognise the beliefs they hold as important to them Can appreciate that people's faiths and beliefs can affect their personal identity 	<ul style="list-style-type: none"> Can recognise the challenges faced by individuals when trying to make positive change Can give examples of individuals who have made a positive contribution despite prejudice and discrimination Can give examples of social injustice in the UK Can describe what inequality means in the UK Can give examples of social injustice Can define what is and what is not bullying Can give examples of LGBTQ+ bullying Can describe the steps that can be taken to challenge LGBTQ+ bullying Can make a positive contribution to their community Can recognise that the choices they make will have an impact on their ability to develop their self-confidence and integrity 	<ul style="list-style-type: none"> Can explain what some of their long-term goals are, how they can be achieved, and how their short- and medium-term goals might help them do that Can identify the careers that interest me and the skills they need to develop and how these can be linked to short-term and long-term goals Can understand some of the positive and negative roles that money can play in society Can describe how their activity online can be both positive and negative Can explain why it is important to keep track of spending Can understand the variations in income across the world Can describe how gambling can become addictive and identify some of the warning signs 	<ul style="list-style-type: none"> Can describe the actions that can be taken to support good physical health Can list some factors that help ensure good health in the longer term Can list the factors that can impact negatively on dental health Can describe the steps that can be taken to keep teeth and gums healthy Can understand how health can be affected by emotions and know a range of ways to keep myself well and happy Can recognise when they feel stressed and the triggers associated with this Can describe different substances and the effects they have on the body and why some people use them Can understand what the law says about substance use and possession 	<ul style="list-style-type: none"> Can understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised Can understand that social media can both positively and negatively affect how they feel about themselves Can understand that relationships can cause strong feelings and emotions Can understand the features of positive and stable relationships Can understand that all relationships have positive and less positive aspects Can define what is meant by personal space and how this varies across my relationships both online and offline Can discuss how personal space differs across different cultures Can understand what I meant by control, power balance and coercion in a relationship 	<ul style="list-style-type: none"> Can state different types of close, intimate relationships that people can have Can describe what happens physically when individuals experience physical attraction Can discuss the positive aspects of a range of difference types of personal relationships that adults may have and the possible impact on children Can understand the positive aspects of having a girlfriend or boyfriend Can describe some of the behaviours you would expect to find in a healthy romantic relationship Can understand the range of feelings associated with attraction Can identify where to get information to safely explore

				<ul style="list-style-type: none"> • Can describe some of the links between substances and exploitation of young people • Can understand the role of medicines and can explain differing views on this 	<ul style="list-style-type: none"> • Can understand how to use social media appropriately, safely and legally • Can give examples of how personal safety can be compromised online 	<p>feelings about sexuality</p> <ul style="list-style-type: none"> • Can identify that pornographic images do not reflect reality • Can describe how pornography can impact on expectations and self-image • Can list some of the risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex • Can identify what the law says in relation to sex and alcohol • Can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol
Assessment	End of topic assessment booklet and quiz	End of topic assessment booklet and quiz	End of topic assessment booklet and quiz	End of topic assessment booklet and quiz	End of topic assessment booklet and quiz	End of topic assessment booklet and quiz
Reading Opportunities	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets
Writing Opportunities	Do now tasks In lesson tasks Note taking from the board Assessment booklet	Do now tasks In lesson tasks Note taking from the board Assessment booklet	Do now tasks In lesson tasks Note taking from the board Assessment booklet	Do now tasks In lesson tasks Note taking from the board Assessment booklet	Do now tasks In lesson tasks Note taking from the board Assessment booklet	Do now tasks In lesson tasks Note taking from the board Assessment booklet
Vocabulary focus	Self-identity Cultural diversity Stereotypes First impressions Influences	Prejudice Discrimination Social injustice Inequality LGBT+ Self-efficacy	Long-term goals Short-term goals Income Gambling	Good physical health Stress Exploitation Medicines Immunisation	Positive/stable relationships Personal Space Coercion Power balance Control Social media	Intimate relationships Physical attraction Romantic relationship Sexuality Pornographic images Pornography Self-image Risky sexual behaviour Unprotected sex Non-consensual sex

Year 9	HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
Overview	Being Me in My World Students develop an understanding as to what extent the world we live in affects their identity.	Celebrating Difference Students explore whether being different is a good thing.	Dreams and Goals Students who they dream of becoming.	Healthy Me Students develop an understanding of how substances can impact on wellbeing.	Relationships Students explore whether relationships can be ever be equal.	Changing Me Students develop an understanding of how change can affect mental health.
End point	Understand how the choices they make can be linked to their own self-identity and self-esteem, and how this can affect my health and relationships.	Understand how prejudice, discrimination and bullying can arise and how these can affect mental health.	Understand their own mental health and how to recognise signs of mental ill-health in themselves and others.	Understand some of the risks associated with substance use and the laws relating to these and can express why some people choose to use different substances.	Know how to consider the risks and consequences of becoming sexually active.	Understand how different types of change can affect mental health and know some strategies to stay resilient.
Knowledge and Skills	<ul style="list-style-type: none"> Can understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue Can explain peer approval and how it can cause problems Can describe what grooming is and give examples Can suggest links between risky behaviour choices and the influence of social groups Can understand that they can accept reject influences Can identify difference between myself and others in my social groups Can explain how difference can be a source of conflict or a reason to celebrate Can explain the links between having positive self-identity and healthy intimate relationships Can understand what consent means for me within my peer and intimate social groups Can identify how to report abusive or coercive behaviour 	<ul style="list-style-type: none"> Can give examples of different types of prejudice and discrimination Can explain how the Equality Act has protected characteristics and why these are important Can distinguish between 'banter' and sexist, LGBTQ+-phobic and racist language Can identify where to report bullying Can understand the legal consequences of bullying and hate crime Can explain why some people can display sexist and ageist behaviour Can understand the complexities associated with gender identity Can challenge their own and others' attitudes towards difference in relation to sexism, ageism and gender identity. Can identify positive and negative language and can recognise their own language style Can understand that there are different types of bullying (verbal, physical, online) Can identify what to do if they encounter bullying Can give examples of workplace bullying 	<ul style="list-style-type: none"> Can identify their own personal strengths Can identify some health goals they would like to achieve Can produce a SMART plan and know how to apply it to support their own life and learning Can understand how to accept helpful feedback and reject unhelpful criticism Can identify the difference between mental and mental ill-health Can consider factors that can contribute to a person's mental ill health Can identify how to access support if they are worried about a mental health issue Can understand how media manipulation can be involved in a person's mental ill-health Can understand how and why some media is manipulated Can consider how self-esteem can be affected by the media positively and negatively 	<ul style="list-style-type: none"> Can understand that the majority of people their age make healthy lifestyle choices Can understand that there are misperceptions about the health choices of people their age Can understand the physical and emotional effects of alcohol and how it can affect decision-making Can describe what the law says about alcohol Can understand the physical and emotional effects of certain substances and how they can affect decision-making Can describe some facts about drug classification and what the law says about possession and supply of drugs Can show the recovery position and know how to contact emergency services Can describe what to do in an emergency situation involving substances Can understand some of the psychological and physiological 	<ul style="list-style-type: none"> Can recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship Can understand that they have a choice in many situations, including when they want to say no Can use some assertiveness skills to help manage a range of circumstances Can understand that consent is a vital feature of a sexual relationship Can identify the law about sex Can understand that pornography and some media images give a false impression of sex and sexual relationships Can challenge stereotypical ideas of 'ideal' males and females Can understand the law about sex as applied to online and social media Can describe the different contraception methods available Can identify that communication and negotiation about contraception is important 	<ul style="list-style-type: none"> Can identify that their own mental health can be affected by different situations and experiences Can identify some common mental health issues Can challenge stigma about mental health issues Can identify where to access support they are worried about their own mental health Can understand that change can trigger a range of emotional responses Can identify that some changes can be more difficult to manage than others Can identify that going through change can develop resilience Can identify that sleep is important for psychological and physical reasons Can identify that sleep is important for their own

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		<ul style="list-style-type: none"> Can understand about protected characteristics and how everyone has the responsibility to challenge discrimination Can understand that there are some inequalities in the world 		effects of substance misuse and the impact of illegal substances on society and individuals	<ul style="list-style-type: none"> Can understand that there are consequences of unprotected sex Can describe about different sexually transmitted infections Can understand about sexual health clinics and know how to access help and support if they have unprotected sex 	<p>mental health and learning</p> <ul style="list-style-type: none"> Can understand what resilience means Can understand how resilience can be developed Can reflect on the changes that their body and brain have undergone since starting puberty Can consider the changes yet to come and how to manage these Can identify where to access support if they are worried about an aspect of change in their own life
Assessment	End of topic assessment booklet and quiz	End of topic assessment booklet and quiz	End of topic assessment booklet and quiz	End of topic assessment booklet and quiz	End of topic assessment booklet and quiz	End of topic assessment booklet and quiz
Reading Opportunities	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets
Writing Opportunities	Do now tasks In lesson tasks Note taking from the board Assessment booklet	Do now tasks In lesson tasks Note taking from the board Assessment booklet	Do now tasks In lesson tasks Note taking from the board Assessment booklet	Do now tasks In lesson tasks Note taking from the board Assessment booklet	Do now tasks In lesson tasks Note taking from the board Assessment booklet	Do now tasks In lesson tasks Note taking from the board Assessment booklet
Vocabulary focus	Intimate relationships Peer approval Grooming Risky behaviour Influences Positive self-identity Self-esteem Healthy intimate relationships Consent Abusive behaviour Coercive behaviour	Prejudice Discrimination Equality Act Protected characteristics Banter LGBT-phobic Racist language Bullying Hate crime Gender identity Sexism Ageism	Personal strengths Health goals SMART plan Criticism Helpful feedback Mental health Mental ill-health Media manipulation	Healthy lifestyle choices Drug classification Possession and supply of drugs Recovery position Physiological effects Psychological effects	Control Coerce Manipulate Intimate relationships Assertiveness skills Consent Pornography Stereotypes Contraception Sexual health Sexually transmitted infections	Mental health Stigma Resilience Sleep Puberty

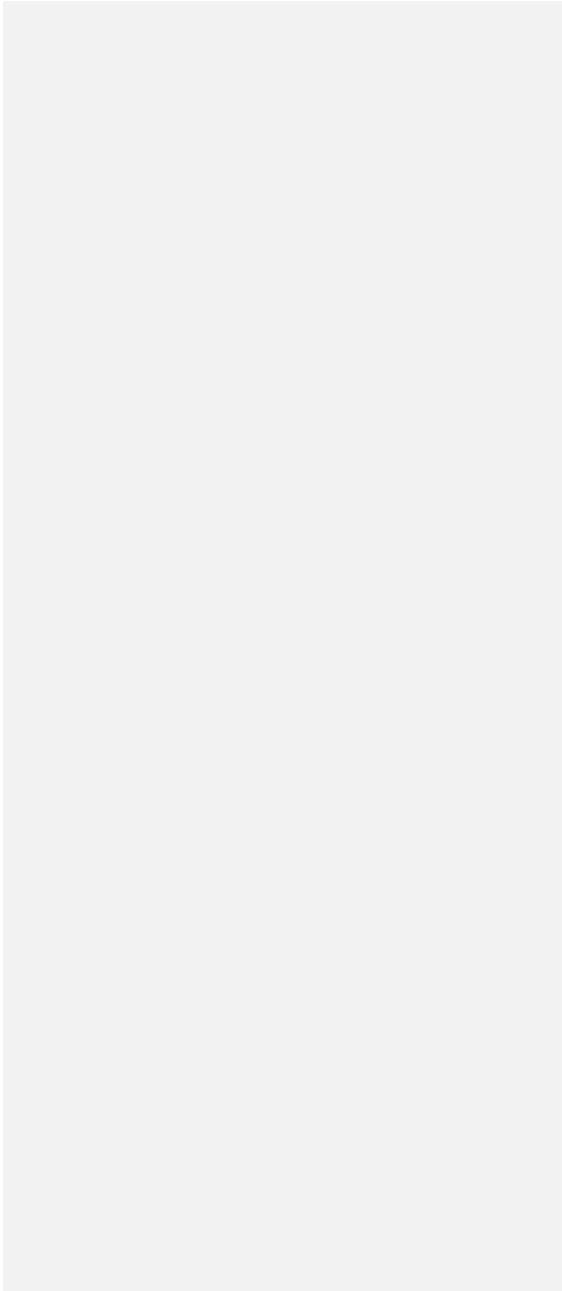
Year 10	HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
Overview	Being Me in My World. Students explore whether managing their online and offline work is within their own control.	Celebrating Difference Students develop an understanding about difference and whether this results in inequality.	Dreams and Goals Students explore whether success is only possible when physical and emotional needs are in balance.	Healthy Me Students develop an understanding about what extent they are in control of their health.	Relationships Students explore whether love is all you need.	Changing Me Students explore whether all change can be positive.
End point	Understand how to stay safe in online and offline relationships	Understand how equality and inequality can affect relationships and recognise some ways in which aspects of health can impact on life chances, particularly education.	Understand how relationships and being part of a community can support them and others to achieve their goals.	Understand some of the risks associated with substance use and the laws relating to these and can describe how people who are sexually active can keep themselves safe from STIs.	Understand what makes a relationship healthy or coercive and know what their non-negotiables are as well as where to get help.	Understand how societies change and this affects people's attitudes and ways of life
Knowledge and Skills	<ul style="list-style-type: none"> Can list freedoms they enjoy in society Can describe what personal freedom means to them Can describe their understanding of safety Can identify potential risks to their safety Can describe the stages of grief Can identify where to appropriately get help and support with loss and bereavement issues Can discern which online sources or support in relation to loss/grief are helpful or not Can recognise the positive and negative role of social media Can understand the impact social media has on culture and identity Can recognise how online data is issued both positively and negatively Can compare social media usage across different societies Can identify potential threats to online safety Can understand "netiquette" and legislation relating to online safety 	<ul style="list-style-type: none"> Can define what equality is Can give examples of disabilities including hidden disabilities Can give some consequences of not adhering to the Equality Act Can give examples of job roles that are exempt from the Equality Act Can give examples of how to promote equality Can describe what is expected of themselves and what they can expect in the workplace Can discuss a range of individuals that make up society Can explain the benefits of multi-cultural societies Can appreciate the differing views and opinions of individuals Can explain some of the physical and mental consequences of unequal treatment of individuals Can identify the misuse of power in relationships Can give examples of the physical and mental consequences of misuse of power in relationships Can list sources of support for individuals experiencing ill-treatment by others 	<ul style="list-style-type: none"> Can describe the relationships in their life that will support them reaching their goals Can assess how they can respect and nurture the important relationships in their life Can define what resilience is and identify both their areas of strengths and where they need to keep working Can identify the connections between physical health and achieving their goals Can understand the impact that poor mental health can have on their goals Can consider some steps they could take to ensure my health supports me with their goals Can understand the issues that may impact on them and their future success, including social balance in all aspects of their life Can identify realistic and unrealistic goals Can describe how balance supports mental and physical health Can identify what they can do to create more balance in their life 	<ul style="list-style-type: none"> Can understand the range of factors that affect their physical and mental health Can use new information to inform their lifestyle choices Can understand there is a wide range of actions that they can use to enhance and protect their health Can appreciate how complex their body is and that it needs to be looked after well, now and in the future Can identify potential risks associated with a range of substances including prescribed and over-the-counter drugs Can describe some mental health disorders Can understand the positive impact that community action and volunteering can have on mental health Can discuss common threats to health, including cardiovascular disease and cancer and diabetes Can identify the steps that can be taken to 	<ul style="list-style-type: none"> Can identify types of long-term relationships, including legal status Can identify the important elements in long-term relationships Can discuss what is required to sustain healthy long-term relationships Can identify appropriate vocabulary associated with long-term relationships Can differentiate the elements present in different types of long-term relationships Can understand the relationship life-cycle Can understand the choices they have in relationships Can explain how a range of relationships can be ended including romantic relationships Can understand the consequences of ending relationships Can list sources of help and support for when relationships end including bereavement and divorce, family separation Can understand the benefits of healthy relationships 	<ul style="list-style-type: none"> Can identify some of the changes in society that will affect them Can discuss the emotional impact societal change can have on young people Can assess the role of media, including social media on social change Can recognise the range of changes they have experienced in their life Can identify the feelings associated with change both positive and negative Can list changes they have made that they are proud of Can understand the type of decision-maker they are Can discuss the impact of the changes families can experience and their impact on children and their parents/family Can identify the change that some

	<ul style="list-style-type: none"> • Can state decision-making process regarding what you post online • Can identify potential threats to safety in a range of situations • Can identify how to get help if personal safety is threatened 	<ul style="list-style-type: none"> • Can identify individuals and groups that may experience inequality • Can list some organisations that campaign for greater diversity • Can describe how some groups and individuals' campaign for equality 	<ul style="list-style-type: none"> • Can explain the importance of connections in relation to healthy relationships • Can identify the wide range of goals individuals have • Can understand a range of health goals that are priorities for some people • Can explain how helping a stranger can impact positively on people 	<p>help prevent lifestyle-related ill-health</p> <ul style="list-style-type: none"> • Can identify future health challenges to society including: epidemics, pandemics, antibiotic resistance • Can understand the availability and limitations of advanced medical techniques including: stem cell therapy, organ donation 	<ul style="list-style-type: none"> • Can discuss the physical and mental benefits of connectedness • Can assess the impact healthy relationships can have on children • Can evaluate their own role in a range of relationships • Can critically evaluate the role of love in relationships • Can list strategies to cope with difficult relationships • Can critically evaluate the truth or otherwise of a relationship • Can explain why rumour mongering might give a false impression of a relationship • Can discuss the media portrayal of relationships and potential harms this may cause • Can list the health benefits that positive relationships can provide • Can understand the physical and mental impact of unhealthy relationships • Can discuss the patterns associated with abusive relationships including exploitation and abuse in teenage relationships • Can understand how coercion can feature in a range of relationships • Can describe examples of legislation associated with coercion, exploitation and abuse in relationships • Identify the support available when relationships are unsafe 	<p>people may experience in relation to sexual identity and gender</p> <ul style="list-style-type: none"> • Can understand the spectrum of sexuality and gender including appropriate vocabulary • Can discuss the reality and myths surrounding sexual identity and gender • Can describe where to find help and support around sexual identity and gender • Can discuss gender and stereotypes in relation to a range of romantic relationships • Can identify and understand the legislation relating to a range of relationships • Can understand the risks associated with exploring sexual identity • Can reflect on physical changes experience so far • Can understand the relationship between physical change, self-esteem and emotional change • Can understand the impact of family change and how it can affect future relationships • Can list sources of help and support in relation to changes
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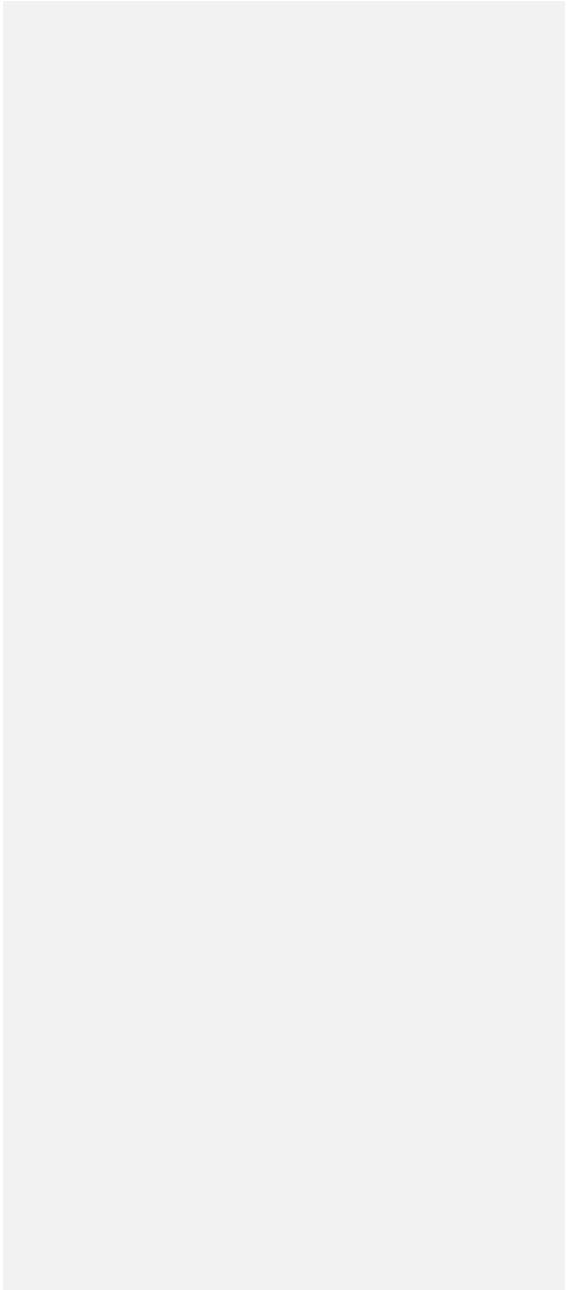
						young people may have difficulty with
Assessment	Quiz	Quiz	Quiz	Quiz	Quiz	Quiz
Reading Opportunities	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets
Writing Opportunities	Do now tasks In lesson tasks Note taking from the board Workbook	Do now tasks In lesson tasks Note taking from the board Workbook	Do now tasks In lesson tasks Note taking from the board Workbook	Do now tasks In lesson tasks Note taking from the board Workbook	Do now tasks In lesson tasks Note taking from the board Workbook	Do now tasks In lesson tasks Note taking from the board Workbook
Vocabulary Focus	Personal freedom Safety Risks Grief Bereavement/loss Social media Online safety Netiquette On and offline relationships	Equality Disability Equality Act Multi-cultural society Misuse of power	Resilience Physical health Mental health Health goals	Mental health Physical health Lifestyle choices Over-the counter drugs Prescribed drugs Mental health disorders Community action Volunteering Cardio-vascular disease Cancer Diabetes Epidemic Pandemic Antibiotic resistance Stem cell therapy Organ donation Sexually transmitted infections	Long-term relationships Relationship life-cycle Bereavement Divorce Bullying Revenge Pornography Depression Family separation Healthy relationships Mental benefits Rumour mongering Sensationalisation Exploitation Abuse Coercion Unsafe relationships	Societal change Decision-maker Sexual identity Gender Stereotypes Romantic relationships Sexual identity Physical change Self-esteem Emotional change

Year 11	HT 1	HT 2	HT 3	HT 4
Overview	<u>Being Me in My World</u> Students explore whether at 16, they are in the adult world.	<u>Dreams and Goals</u> Students explore whether they can rely on themselves to achieve their goals or whether they need luck or destiny.	<u>Healthy Me</u> Students explore whether relationships, sex and sexual health should be discussed more openly.	<u>Relationships</u> Students explore whether it is possible to stay true to yourself and be in healthy relationships.
End point	Know some of the rights, responsibilities and laws that affect them.	Understand what they need to do to achieve successful health, relationships and lifestyle.	Understand ways people can stay healthy when they are sexually active and can explain choices relating to pregnancy and where to go for advice and support concerning sexual and reproductive health	Understand how power in relationships can affect people and the issues relating to inclusion, equality and violations of human rights.
Knowledge and Skills	<ul style="list-style-type: none"> Can state what being an adult means to them Can give examples of legislation that affects them at 16 	<ul style="list-style-type: none"> Can state some ways to help them manage any anxiety they may feel now and in the future 	<ul style="list-style-type: none"> Can identify some ways to help them manage anxiety and stress Can identify some ways to relax 	<ul style="list-style-type: none"> Can understand that and intimate relationship can move through different stages and how behaviour may

	<ul style="list-style-type: none"> • Can give examples of legislation that relates to sex and relationships • Can identify the legal status of different relationships • Can explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this • Can give examples of legislation around the possession and supply of drugs, tobacco and other substances • Can explain the legal consequences of breaching the Equality Act • Can assess the impact of substances supply and misuse on the range of people involved in a scenario including coercive control • Can give examples of legislation in reference to online activity • Can assess the impact of illegal online activity and misuse of technology on a range of people • Can explain why pornography is legislated against and the potential consequences of viewing pornography • Can identify the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help 	<ul style="list-style-type: none"> • Can state some ways to help them manage when they feel overwhelmed • Can state where they can access further information and support • Can state the links between sleep, physical and mental health and learning • Can identify their financial goals and whether these are realistic in the short or longer term • Can state the skills and attributes they have or need to develop in order to aim for their financial goals • Can explain how to budget and understand the possible consequences of debt and sources of support for people in debt or have gambling problem • Can understand the risks associated with gambling as an answer to debt or financial pressures • Can identify what their dream job might be • Can tell you if their job differs from the expectations of their family or friends and if so, how they can manage this to maintain positive relationships • Can explain why they may need to change their skill-set as their career develops • Can state what their dreams and goals are in relation to long-term intimate commitments including their choice to raise a family or not • Can state the choices available to them in terms of different legal 	<ul style="list-style-type: none"> • Can explain the links between sleep and physical/mental health • Can state the steps they can take to keep healthy including self-examination • Can understand the preventative steps that can be taken to reduce the chance of contracting STIs • Can give examples of the treatment available for STIs • Can state the influences that inform decision making with regard to sexual relationships • Can state some strategies to help manage sexual pressure • Can state what consent is in relation to sexual relationships • Can understand the choices available in relation to contraception and pregnancy • Can state key facts about fertility • Can understand the range of risks to physical and mental health associated with unhealthy sexual relationships • Can state some things they can do to avoid high risk situations in relation to sex 	<p>change according to the stage</p> <ul style="list-style-type: none"> • Can give examples of how the media can sometimes portray unrealistic expectations of sex and relationships • Can state some positive and negative connotations of sex and where these might come from • Can discuss their own sexual relationships checklist and what they can do to protect their own sexual and reproductive health now, and in the future • Can explain there is a spectrum of gender and sexuality • Can state that sexuality is different from gender diversity • Can understand that for some people, gender identify and sexuality is fluid and for others it is fixed • Can understand that LGBT+ people are protected by law • Can understand the 'coming out' can be challenging for some LGBT+ people and it is up to them to choose the right time for this • Can understand that the media often shows stereotypical LGBT+ people and relationships, and within this community there is diversity which may not always be represented • Can understand that being LGBT+ is
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		<p>arrangements in a relationship</p> <ul style="list-style-type: none"> • Can explain the challenges and opportunities of becoming a parent • Can identify key skills of successful parenting • Can reflect on an appropriate time to start a family and the positive conditions within their relationships and lifestyle that they believe are essential to raising children successfully • Can identify some possible barriers to some of their dreams • Can identify some contingency plans in relation to some of their dreams and goals if obstacles or barriers are met 		<p>different for each individual and there is no 'normal' way of being or expressing being LGBT+</p> <ul style="list-style-type: none"> • Can recognise when there is an imbalance of power within an intimate relationship • Can suggest strategies for managing relationships that are imbalanced, including ending them if appropriate • Can recognise illegal behaviour within an intimate relations, how and where to report it • Can explain why honour-based violence and forced marriage is unacceptable and illegal • Can give examples of honour-based violence • Can understand what FGM and breast ironing is, and why it is illegal • Can give examples of hate crimes against LGBT+ people and explain why this is unacceptable and illegal • Can state how to report honour-based crimes or hate crimes against LGBT+ people
Assessment	Quiz	Quiz	Quiz	Quiz
Reading Opportunities	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets	Scenarios/fact sheets
Writing Opportunities	Do now tasks In lesson tasks Note taking from the board Workbook	Do now tasks In lesson tasks Note taking from the board Workbook	Do now tasks In lesson tasks Note taking from the board Workbook	Do now tasks In lesson tasks Note taking from the board Workbook



Vocabulary focus	Legal status of relationships Coercive control Sexual harassment Sexual violence Equality Act Possession and supply of substances Illegal online activity Misuse of technology Pornography Emergency aid	Anxiety Physical wellbeing Mental wellbeing Financial goals Skills Attributes Budget Debt Gambling Skill-set Long-term intimate commitments Legal arrangements in relationships Parenting Financial stability Support networks Barriers Obstacles Contingency plan	Anxiety Stress Sleep Mental health Self-examination Sexually transmitted infections Sexual relationships Sexual pressure Consent Contraception Pregnancy Fertility High risk situations Sexually active Sexual health Reproductive health	Intimate relationship Connotations Spectrum of gender and sexuality Gender diversity LGBT+ Coming out Stereotypes Imbalance of power Honour-based violence Forced marriage Female Genital Mutilation Breast Ironing Hate crimes Inclusion Equality Human rights
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