

Year 7	Substantive Knowledge	Disciplinary Knowledge	Assessment
Half-term 1	<p><b>Core theme: Health &amp; Well being</b></p> <p><b>Transition and safety</b></p> <p>Transition to secondary school and personal safety in and outside school, including first aid.</p> <ul style="list-style-type: none"> <li>• Programme of study (PoS) refs: H1, H2, H30, H33, R13, L1, L2</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify, express and manage their emotions in a constructive way</li> <li>✓ Describe and explain how to manage the challenges of moving to a new school</li> <li>✓ Explain and apply knowledge about how to establish and manage friendships</li> <li>✓ Apply knowledge about how to improve study skills</li> <li>✓ Identify personal strengths and areas for development</li> <li>✓ Implement personal safety strategies and travel safety, e.g. road, rail and water</li> <li>✓ Describe and explain how to respond in an emergency situation</li> <li>✓ Describe how to apply basic first aid</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self-evaluation</li> <li><input type="checkbox"/> Pupil voice &amp; Baseline Views</li> <li><input type="checkbox"/> Formative Teacher assessment</li> </ul>
Half term 2	<p><b>Core theme: Relationships</b></p> <p><b>Diversity</b></p> <p>Diversity, prejudice and discrimination, Rights and responsibilities, bullying and banter, morals, values and beliefs.</p>	<ul style="list-style-type: none"> <li>✓ Describe beliefs about identity, rights and responsibilities</li> <li>✓ Consider and discuss the implications of living in a diverse society</li> <li>✓ Explain how to challenge prejudice, stereotypes and discrimination</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self-evaluation</li> <li><input type="checkbox"/> Pupil voice</li> <li><input type="checkbox"/> Formative Teacher assessment</li> </ul>

	PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> <li>✓ Identify the signs and effects of all types of bullying, including cyberbullying.</li> <li>✓ Explain how to respond to bullying of any kind, including online.</li> <li>✓ Describe how to support others.</li> </ul>	
Half Term 3	<p><b>Core theme: Health and Well being</b></p> <p><b>Health and puberty</b></p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p> <p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<ul style="list-style-type: none"> <li>✓ Explain how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>✓ Discuss how to manage influences relating to caffeine, smoking and alcohol</li> <li>✓ Describe and manage physical and emotional changes during puberty</li> <li>✓ Explain the importance of good personal hygiene</li> <li>✓ Recognise and respond to inappropriate and unwanted contact</li> <li>✓ Know about FGM and how to access help and support</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self evaluation</li> <li><input type="checkbox"/> Pupil voice</li> <li><input type="checkbox"/> Formative Teacher assessment</li> </ul>
Half Term 4	<p><b>Core theme 1: Living in the wider world</b></p> <p><b>Developing skills and aspirations</b></p> <p>Enterprise personality traits,</p>	<ul style="list-style-type: none"> <li>✓ Consider how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>✓ Describe and explain that there are a broad range of careers and the</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self evaluation</li> <li><input type="checkbox"/> Pupil voice</li> <li><input type="checkbox"/> Formative Teacher assessment</li> </ul>

	<p>different career sectors, equal opportunities and stereotypes.</p> <p>PoS refs: R15, R39, L1, L4, L5, L9, L10, L12</p> <p><b>Core Theme: Living in the wider world</b></p> <p><b>Financial Decision Making</b></p> <p>Saving, borrowing, budgeting and making financial choices</p> <p>PoS refs: H32, L15, L16, L17, L18</p>	<p>abilities and qualities required for different careers</p> <ul style="list-style-type: none"> <li>✓ Recognise and discuss equality of opportunity</li> <li>✓ Explain how to challenge stereotypes, broaden their horizons and how to identify future career aspirations</li> <li>✓ Explain the link between values and career choices</li> </ul> <ul style="list-style-type: none"> <li>✓ Discuss how to make safe financial choices</li> <li>✓ Consider ethical and unethical business practices and consumerism</li> <li>✓ Apply knowledge of saving, spending and budgeting</li> <li>✓ Identify and manage risk-taking behaviour</li> </ul>	
Half Term 5	<p><b>Core theme: Democracy, Government &amp; Rights and Responsibilities</b></p> <p>The development of the political system of democratic government</p>	<ul style="list-style-type: none"> <li>✓ Describe democracy and democratic governance</li> <li>✓ Explain how to contribute to a democratic society as a citizen, including voting and elections</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self evaluation</li> <li><input type="checkbox"/> Pupil voice</li> <li><input type="checkbox"/> Formative Teacher assessment</li> </ul>

	<p>(UK), including the roles of citizens, parliament and the Monarch.</p> <p>The operation of Parliament, including voting and elections, and the role of political parties.</p> <p>National Curriculum (NC) refs : C1 &amp; C2</p>	<ul style="list-style-type: none"> <li>✓ Describe the different roles that make up parliament i.e. House of Commons, House of Lords and the Monarch.</li> <li>✓ Describe the different stages of a General Election.</li> </ul>	
Half-term 6	<p><b>Core theme: Relationships</b></p> <p><b>Building relationships</b></p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> <li>✓ Develop self-worth and self-efficacy</li> <li>✓ Describe the qualities and behaviours relating to different types of positive relationships</li> <li>✓ Recognise the features of unhealthy relationships</li> <li>✓ Recognise and challenge media stereotypes</li> <li>✓ Evaluate expectations for romantic relationships</li> <li>✓ Explain what is meant by consent, and how to seek and assertively communicate consent</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self evaluation</li> <li><input type="checkbox"/> Pupil voice</li> <li><input type="checkbox"/> Formative Teacher assessment</li> </ul>

Year 8	Substantive Knowledge	Disciplinary Knowledge	Assessment
Half-term 1	<p><b>Core theme: Health &amp; Well being</b></p> <p><b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use.</p> <p>Describe the influencing factors and consequences associated with each of the following:</p> <ul style="list-style-type: none"> <li>• Drugs</li> <li>• Energy Drinks</li> <li>• Vaping</li> <li>• Tobacco and Nicotine</li> <li>• Alcohol</li> <li>• Prescription Medication</li> <li>• Habit and Dependence</li> </ul> <p>PoS refs: H19, H20, H21, H23, H24, H25, H26, H27, H29, H31, H5, R42, R44</p>	<ul style="list-style-type: none"> <li>✓ Know the differences between medicinal and recreational drugs</li> <li>✓ Describe the effects of over-consumption of energy drinks</li> <li>✓ Explain features of the relationship between habit and dependence</li> <li>✓ Explain how to use over the counter and prescription medications safely</li> <li>✓ Explain how to assess the risks of energy drinks, alcohol, tobacco, nicotine and e-cigarettes.</li> <li>✓ Consider and apply strategies to manage influences in relation to substance use</li> <li>✓ Discuss how to recognise and promote positive social norms and attitudes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self-evaluation</li> <li><input type="checkbox"/> Pupil voice</li> <li><input type="checkbox"/> Formative Teacher assessment</li> </ul>

Half-term 2	<p><b>Core theme: Relationships</b></p> <p><b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> <p>PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</p>	<ul style="list-style-type: none"> <li>✓ Describe the qualities of positive, healthy relationships</li> <li>✓ Explain how to demonstrate positive behaviours in healthy relationships</li> <li>✓ Discuss gender identity and sexual orientation</li> <li>✓ Consider the processes of forming new partnerships and developing relationships</li> <li>✓ Explain the law in relation to consent - that the legal and moral duty is with the seeker of consent</li> <li>✓ Discuss how to effectively communicate about consent in relationships</li> <li>✓ Explain the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>✓ Explain the features of basic forms of contraception, e.g. condom and pill</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self-evaluation</li> <li><input type="checkbox"/> Pupil voice</li> <li><input type="checkbox"/> Formative Teacher assessment</li> </ul>
Half-term 3	<p><b>Core theme 1: Living in the wider world</b></p> <p><b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks</p> <p>PoS refs: H3, H30, H32, R17, L19,</p>	<ul style="list-style-type: none"> <li>✓ Describe the features of online communication</li> <li>✓ Explain how to use social networking sites safely</li> <li>✓ Discuss how to recognise online grooming in different forms, e.g. in relation to sexual</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self evaluation</li> <li><input type="checkbox"/> Pupil voice</li> <li><input type="checkbox"/> Formative Teacher assessment</li> </ul>

	L20, L21, L22, L23, L24, L25, L26, L27	<p>or financial exploitation.</p> <ul style="list-style-type: none"> <li>✓ Identify ways to respond and seek support in cases of online grooming</li> <li>✓ Explain how to recognise biased or misleading information online</li> <li>✓ Critically assess different media sources</li> <li>✓ Distinguish between content which is publicly and privately shared</li> <li>✓ Consider the function of age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>✓ Consider how to protect financial security online</li> <li>✓ Assess and manage risks in relation to gambling and chance-based transactions</li> </ul>	
Half-term 4	<p><b>Core theme A: Living in the wider world</b></p> <p><b>Community and careers</b> Equality of opportunity in careers and life</p>	<ul style="list-style-type: none"> <li>✓ Explain the importance of equality of opportunity in life and work</li> <li>✓ Discuss and challenge stereotypes and discrimination in relation to work and pay</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self evaluation</li> <li><input type="checkbox"/> Pupil voice</li> <li><input type="checkbox"/> Formative Teacher assessment</li> </ul>

	<p>choices, and different types and patterns of work</p> <p>PoS refs: R39, R41, L3, L8, L9, L10, L11, L12</p> <p><b>Core theme B: Citizenship</b></p> <p><b>Democracy, Government &amp; Rights and Responsibilities</b></p> <p>Liberties enjoyed by UK citizens</p> <p>The nature and rule of laws, the justice system, police, courts and tribunals.</p> <p>NC refs: C3 &amp; C4</p>	<ul style="list-style-type: none"> <li>✓ Describe the features of employment, self-employment and voluntary work</li> <li>✓ Set aspirational goals for future careers and challenge expectations that limit choices</li>   <li>✓ Explain features of the freedoms enjoyed by UK citizens (with reference to the Equality Act 2010 &amp; Human Rights)</li> <li>✓ Explain how the UK legal system works.</li> </ul>	
Half-term 5	<p><b>Core theme: Health and Well being</b></p> <p><b>Emotional wellbeing</b></p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p>	<ul style="list-style-type: none"> <li>✓ Discuss attitudes towards mental health</li> <li>✓ Challenge myths and stigma about daily wellbeing</li> <li>✓ Describe ways to manage emotions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self evaluation</li> <li><input type="checkbox"/> Pupil voice</li> <li><input type="checkbox"/> Formative Teacher assessment</li> </ul>



	PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<ul style="list-style-type: none"> <li>✓ Explain how to develop digital resilience</li> <li>✓ Recognise unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>✓ Explain the benefits of healthy coping strategies</li> </ul>	
Half-term 6	<p><b>Core theme: Relationships</b></p> <p><b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>PoS refs: R39, R40, R41, R3, R4, R42, R43</p>	<ul style="list-style-type: none"> <li>✓ Explain how to manage influences on beliefs and decisions</li> <li>✓ Discuss the features of group-think and persuasion</li> <li>✓ Develop self-worth and confidence</li> <li>✓ Discuss gender identity, transphobia and gender-based discrimination</li> <li>✓ Recognise and challenge homophobia and biphobia</li> <li>✓ Recognise and challenge racism and religious discrimination</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self evaluation</li> <li><input type="checkbox"/> Pupil voice</li> <li><input type="checkbox"/> Formative Teacher assessment</li> </ul>

Year 9	Substantive Knowledge	Disciplinary Knowledge	Assessment
Half-term 1	<p><b>Core theme: Health &amp; Well being</b></p> <p><b>Peer influence, substance use and gangs</b></p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <p>PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47</p>	<ul style="list-style-type: none"> <li>✓ Distinguish between healthy and unhealthy friendships</li> <li>✓ Assess risk and manage influences, including online</li> <li>✓ Discuss 'group think' and how it affects behaviour</li> <li>✓ Recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>✓ Discuss and be able to manage risk in relation to gangs</li> <li>✓ Explain the legal and physical risks of carrying a knife</li> <li>✓ Explain positive social norms in relation to drug and alcohol use</li> <li>✓ Discuss the legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self evaluation</li> <li><input type="checkbox"/> Pupil voice</li> <li><input type="checkbox"/> Formative Teacher assessment</li> </ul>

<p>Half-term 2</p>	<p><b>Core theme A: Relationships</b></p> <p><b>Respectful relationships</b>  Families and parenting, healthy relationships, conflict resolution, and relationship changes, domestic violence.</p> <p>PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36</p>	<ul style="list-style-type: none"> <li>✓ Explain the features of positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>✓ Explain the features of conflict and its causes in different contexts, e.g. with family and friends</li> <li>✓ Discuss effective conflict resolution strategies</li> <li>✓ Explain how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>✓ Consider how to access support services</li> <li>✓ Explain the impact of domestic violence on the victim in the relationship.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Self evaluation</li> <li>✓ Pupil voice</li> <li>✓ Formative Teacher assessment</li> </ul>
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<p>Half-term 3</p>	<p><b>Core theme B: Citizenship</b></p> <p><b>Responsibilities</b></p> <p>Public institutions, voluntary groups, Social action and Youth Parliament</p> <p>NC refs: C5 &amp; C6</p>	<ul style="list-style-type: none"> <li>✓ Explain and evaluate the roles played by public institutions (local government) and voluntary (pressure) groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</li> </ul> <p>Analyse beliefs about responsible/ethical spending, with reference to fair trade.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self evaluation</li> <li><input type="checkbox"/> Pupil voice</li> <li><input type="checkbox"/> Formative Teacher assessment</li> </ul>
<p>Half-term 4</p>	<p><b>Core theme: Living in the wider world</b></p> <p><b>Setting goals</b></p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p> <p>PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14</p>	<ul style="list-style-type: none"> <li>✓ Describe transferable skills, abilities and interests</li> <li>✓ Explain how to demonstrate strengths</li> <li>✓ Explain the features of different types of employment and career pathways</li> <li>✓ Discuss how to manage feelings relating to future employment</li> <li>✓ Plan how to work towards aspirations and set meaningful, realistic goals for the future</li> <li>✓ Apply knowledge about GCSE and</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self evaluation</li> <li><input type="checkbox"/> Pupil voice</li> <li><input type="checkbox"/> Formative Teacher assessment</li> </ul>

		post-16 options ✓ Develop skills for decision making	
Half Term 4 – Unit 2	<b>Core theme A: Living in the wider world</b>  <b>Employability skills</b>  Employability and online presence  PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	✓ Discuss young people's employment rights and responsibilities  ✓ Develop skills for enterprise and employability  ✓ Discuss how to manage their 'personal brand' online  ✓ Develop habits and strategies to support progress  ✓ Identify and access support for concerns relating to life online  Identify the importance of creating a strong first impression.	<input type="checkbox"/> Self evaluation  <input type="checkbox"/> Pupil voice  <input type="checkbox"/> Formative Teacher assessment
Half-term 5	<b>Core theme: Health and Well being</b>  <b>Healthy lifestyle</b>  Diet, exercise, lifestyle balance and healthy choices, and first aid  PoS refs: H3, H14, H15, H16, H17, H18, H19, H21	✓ Discuss the relationship between physical and mental health  ✓ Explain the importance of balancing work, leisure, exercise and sleep  ✓ Explain how to manage influences on body image  ✓ Discuss how to make independent health choices	<input type="checkbox"/> Self evaluation  <input type="checkbox"/> Pupil voice  <input type="checkbox"/> Formative Teacher assessment

		<ul style="list-style-type: none"> <li>✓ Discuss the importance of taking an increased responsibility for physical health, including testicular self-examination (To be covered in Enrichment day)</li> </ul>	
Half-term 6	<p><b>Core theme: Relationships</b></p> <p><b>Intimate relationships</b>  Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography  PoS refs: R7, R8, R11, R12, R18, R24,  R26, R27, R28, R29, R30, R31, R32, R33,  R34, L21</p>	<ul style="list-style-type: none"> <li>✓ Discuss the features of readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>✓ Analyse myths and misconceptions relating to consent</li> <li>✓ Explain the continuous right to withdraw consent and capacity to consent</li> <li>✓ Describe and explain STIs, effective use of condoms and negotiating safer sex</li> <li>✓ Discuss the consequences of unprotected sex, including pregnancy</li> <li>✓ Explain how the portrayal of relationships in the media and pornography might affect expectations</li> <li>✓ Assess and manage risks of sending, sharing or passing on sexual images</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self evaluation</li> <li><input type="checkbox"/> Pupil voice</li> <li><input type="checkbox"/> Formative Teacher assessment</li> </ul>

		✓ Explain how to secure personal information online	
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