

ETHICS/RSHE/PSHE/RS: LONG-TERM OVERVIEW

	Autumn 1 Relationships	Autumn 2 Differences & Diversity	Spring 1 Religious Pathways	Spring 2 Futures & Finance	Summer 1 Health & Wellbeing	Summer 2 Living in the Wider World
Year 7	<p>Dealing with change</p> <p>Transition to secondary school, making new friends, dealing with change. What is 'Wellbeing'?</p>	<p>Dealing with differences PCSO talk</p> <p>What do we mean by tolerance? How can we deal with bullying and sexting, how are families different? See it, Name it, Stop it</p>	<p>Buddhism</p> <p>What is Buddhism? How do Buddhists live and what do they believe? How different is it to our lives and does that matter?</p>	<p>What jobs could I do?</p> <p>'You Choose' Careers, different jobs, what key 'qualities' are required. Saving/borrowing.</p>	<p>How do our bodies and minds change?</p> <p>Becoming a teenager, body image, sleep, puberty and essential products; what is consent?</p>	<p>Growing up; is it different in a faith or culture? Rites of Passage</p> <p>Celebrating a new life, Rights of the Child, Bar Mitzvah, Teenage Life.</p>
Year 8	<p>What do we mean by 'healthy relationships'?</p> <p>Healthy and unhealthy friendships and relationships, resilience and role models.</p>	<p>Challenging Discrimination</p> <p>Who are we and how are we all different? Including: racism, religious discrimination, disability, sexism, homophobia, biphobia and transphobia.</p>	<p>What motivated MLK?</p> <p>Explore the Christian faith that shaped MLK actions. What did Jesus believe in?</p>	<p>My Future</p> <p>Creating a 'Futures magazine', exploring different careers, featuring role models, interviews, money advice</p>	<p>What do we mean by 'positive lifestyles'?</p> <p>How does the media affect our decisions, is stress always a 'bad thing'? Energy Drinks/nicotine...</p>	<p>Festivals and Special Places</p> <p>Where do people go to feel 'connected' and why, from temples, to pilgrimages to stadiums; is it belonging?</p>
Year 9	<p>Family, 'freedom' & conflict resolution</p> <p>Recognising intimate relationships, importance of stable relationships, assertiveness, substance misuse, gang exploitation, county lines</p>	<p>Choices & Consequences</p> <p>How does Intersectionality work, everything is a choice; explore and explain. 'Racism v Patriotism', what does this mean in Modern Britain today? (Options)</p>	<p>Five Pillars of Islam</p> <p>What are the 5 Pillars and why do Muslims follow them? What would your 5 pillars be and why?</p>	<p>Setting goals</p> <p>Learning strengths, career options, goal setting building on the GCSE options process, 'Futures Game' for pathways and impact.</p>	<p>What affects our health and wellbeing?</p> <p>The rise of social media and its influence, how best to protect ourselves off and online. Consider how we are viewed? (Selfie Project)</p>	<p>Sanctity of Life</p> <p>Designer baby, conjoined twins, organ donation, abortion and euthanasia, FGM. What roles do contraception play, is it moral and religious?</p>
Year 10	<p>Relationships – family, finance and love.</p> <p>'Work-life' balance - The impact of debt, gambling mental/ill health, stigma & stress. 'Life Partner's', love – myth and reality - consent</p>	<p>Body Image</p> <p>Exploring the issues over body image, what influences us and how can we respond? How can and should we 'use' our bodies?</p>	<p>Religion and Life</p> <p>What does religion say about looking after animals, ourselves, planet, and 'life'? How does this compare with our thoughts & beliefs, what role does media play?</p>	<p>Creating the best 'Future'</p> <p>Money & Morals, how does it shape our thoughts and actions, why do some people choose 'different' and dangerous paths; gangs and extremism?</p>	<p>Undermining Wellbeing</p> <p>Types of 'pressure', determining trustworthiness, seeking help, reporting concerns, trafficking/slavery.</p>	<p>Different Cultures, Different attitudes</p> <p>Challenging viewpoints; on forced marriage, on the 'role of men', sexual harassment, rape, miscarriage...</p>
Year 11	<p>HALF DAY 1: Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>HALF DAY 2: Dealing with Diversity and Difference</p> <p>Preparing for College/Apprenticeships.</p> <p>Life Skills – Finance, employability and CVs</p> <p>Other peoples' beliefs/cults</p>	<p>HALF DAY 3: 'My journey, my path'</p> <p>Self-efficacy, stress management, First Aid, dealing with rejection and failure. Considering other people's beliefs</p>	<p>FORM TIME Building for the future</p> <p>Application processes, and skills for further education, employment and career progression</p>	<p>VISITS/VISITORS: Healthy body and mind</p> <p>Dying to Drive –Aut 1 Sixth Form interviews – Aut 2 Mock Interviews –Spr 1 How to Revise –Spr 2 Wellbeing and diversity</p>	

YEAR 7 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn... <i>(School wide links)</i>	Lesson overviews
Autumn 1 Relationships	Dealing with change Transition to secondary school, making new friends, dealing with change. What is 'Wellbeing'? RSHE – Families/Relationships/Mental Health PSHE – Healthy & Wellbeing/ Relationships British Values – Mutual Respect/Individual Liberty	<ul style="list-style-type: none"> • how to manage the challenges of moving to a new school • to explore our CCTs and what the Fairfield Family means, connecting these to British Values. • how to identify, express and manage their emotions in a constructive way • how to establish and manage friendships in person and online • personal safety strategies, travel safety and online safety, e.g. road, rail, water and online • what do we mean by 'wellbeing' and why it matters • how and where to get help and support – wellbeing champions <i>NDW – Small group work</i> <i>Year 7 Transition programme</i> <i>IT – How to be safe online</i> <i>Life Skills Lessons – First Aid)</i>	<ol style="list-style-type: none"> 1. AFL intro New School, new challenges – dealing with change, our CCT's 2. What do we mean by the 'Fairfield Family'? How does Britain show these qualities? 3. Exploring our nations values; what does it mean to be British and how do we act them out? 4. Values continued – do they cover everything and is there anything missing? Asking difficult questions. AFL Pause 4 Thought 5. What are our emotions, how do they change and how do we manage them. 6. Making new friends – how to be a good one 7. Where do we make friends, what are the issues AFL Pause 4 Thought 8. Greater freedoms comes with greater risks and responsibilities – places to avoid and why. 9. Are there 'better' places to find fun and friendship – but do these have a few hidden dangers? 10. Why and how do we search and does it make you 'happy'? How can it connect to wellbeing and why does it matter? 11. Where to get help and support for you or for others 12. Why you might want to be a Wellbeing champion
Autumn 2 Difference & Diversity	Dealing with differences What do we mean by tolerance. How can we deal with bullying and sexting, how are families different? British Values – Tolerance/Mutual Respect/Individual Liberty RSHE – Families/Online/Relationships/Being Safe PSHE - Healthy & Wellbeing/ Relationships RS – Making Sense of Belief	<ul style="list-style-type: none"> • about living in a diverse society – a 'typical street' • about identity, rights and responsibilities • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others • how to identify the characteristics of healthy family life <i>Anti-Bullying Week</i> <i>NDW – Workshops</i>	<ol style="list-style-type: none"> A. PCSO – Sexting Talk 1.

Spring 1 Religious Pathways	Buddhism What is Buddhism? How do Buddhists live and what do they believe? How different is it to our lives and does that matter? RS – Making sense of beliefs/Making connections/ Understanding the impact PSHE – Wider World RSHE – Families	<ul style="list-style-type: none">• to understand the life of the Buddha• how his family excluded the 'reality' of what life is really like,• if this was a 'fair' thing to do?• what teachings did the Buddha develop and why• how Buddhist live• how different these teachings are to our 'everyday' lives	
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<p>Spring 2</p> <p>Futures & Finance</p>	<p>What jobs could I do?</p> <p>'You Choose' Careers, different jobs, what key 'qualities' are required. Saving/borrowing.</p> <p>Careers – Gatsby Benchmark/CDI Framework</p> <p>British Values – Mutual Respect/Individual Liberty</p> <p>RSHE – Relationships</p> <p>PSHE - Healthy & Wellbeing/ Relationships/Wider World</p>	<ul style="list-style-type: none"> • about a broad range of careers and the abilities and qualities required for different careers • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices • how to identify personal strengths and areas for development • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about equality of opportunity • how to improve study skills • basics of finance, difference between saving and borrowing 	
<p>Summer 1</p> <p>Health & Wellbeing</p>	<p>How do our bodies and minds change?</p> <p>Becoming a teenager, body image, sleep, puberty and essential products; what is consent?</p> <p>RSHE – Families/Online/Being Safe/ Relationships/Intimate</p> <p>PSHE - Healthy & Wellbeing/ Relationships</p> <p>British Values – Individual Liberty</p>	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage physical and emotional changes during puberty • about personal hygiene • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships – online and offline • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • how to recognise and respond to inappropriate and unwanted contact • about consent, and how to seek and assertively communicate consent <p>(CHECK MATURITY OF YEAR 7s)</p>	<p>FORM TIME</p> <p>1. Importance of trust? Truth Game</p>
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Growing up; is it different in a faith or culture? Rites of Passage</p> <p>Celebrating a new life, Rights of the Child, Bar Mitzvah, Teenage Life.</p>	<ul style="list-style-type: none"> • how to understand the different 'stages' of life • how these are celebrated by different faiths/cultures • How these 'clash' at times with the Rights of the Child • how to manage influences relating to caffeine, smoking and alcohol • Rights and responsibilities 	

YEAR 8 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews
Autumn 1	<p>What do we mean by 'healthy relationships'?</p> <p>Healthy and unhealthy friendships and relationships, resilience and role models. RSHE – Families/Online/Being Safe/Relationships/Initimate/Mental Health</p> <p>PSHE – Healthy & Wellbeing/ Relationships</p> <p>British Values – Mutual Respect/Individual Liberty</p> <p>RS – Making sense of beliefs/Making connections</p>	<ul style="list-style-type: none"> • about forming new partnerships and developing relationships • how 'role models' offer us 'guidance' although this is sometimes questionable • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • how to recognise healthy relationships based on trust and mutual respect • how to develop digital resilience • about the beliefs held by religions on relationships • To explore the next Rite of Passage – Marriage, how it compares in different faiths. 	<ol style="list-style-type: none"> 1. AFL intro: You're changing all the time – what is happening to you? Physical changes recap and emotional changes 2. Dealing with change and making new connections, changing relationships. What you need to know. 3. What guidance do our roles model's offer and is this always a good example to follow? Not everyone get's it right but the important thing is to keep trying. 4. Is caring about yourself, selfish? Is to be kind to others, weakness? How to find the 'perfect' balance. AFL Pause 4 Thought 5. So, once again, what makes a healthy relationship? What do we 'lose' and what do we gain by sharing with others? 6. To learn about commitment, its meanings, features and benefits, and how it relates to personal values. 7. A recap about change – what else can change and how to deal with it 8. What do we mean by resilience and how can we show it offline and online in relationships; and why would we? AFL Pause 4 Thought 9. What do religions say about relationships, are they all the same? 10. What happens at religious marriage ceremonies, how do they differ to non-religious ones? 11. How do your views compare with them. Are there any areas of differences? 12. Is it necessary to get married, why do people get married, do you need to? AFL Final Reflection
Autumn 2 Difference & Diversity	<p>Challenging Discrimination</p> <p>Who are we and how are we all different? Including: racism, religious discrimination, disability, sexism, homophobia, biphobia and transphobia.</p>	<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion – social media • Social Media and personal preferences • how to develop self-worth and confidence 	

	<p>RSHE – Families/Online/Being Safe/Relationships/Mental Health</p> <p>PSHE – Healthy & Wellbeing/ Relationships</p> <p>British Values – Mutual Respect/Individual Liberty</p>	<ul style="list-style-type: none"> • how to recognise and challenge racism and religious discrimination • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • Getting support and advice in and out of school • Personal preferences – when/how 	
<p>Spring 1</p> <p>Religious Pathways</p>	<p>What motivated Martin Luther King? Explore the Christian faith that shaped MLK actions. What did Jesus believe in?</p> <p>RS – Making sense of beliefs/Making connections/Understanding the Impact</p> <p>British Values – Mutual Respect/Individual Liberty</p> <p>[REDUCED FOR NEW YEAR 8 as partly studied in Year 7 – MORE on MLK]</p>	<ul style="list-style-type: none"> • to identify the faith that Martin Luther King followed • to make connections to MLK viewpoint and the responses faced in the US 1950s/60s – Rosa Parks • to examine how MLK expressed his faith and put this into action • to consider if these ‘issues’ remain • How to respond – BLM (issues with it?) • Other role models who challenged racism/injustice (female/LGBTQ+) 	

<p>Spring 2</p> <p>Futures & Finance</p>	<p>My Future</p> <p>Creating a 'Futures magazine', exploring different careers, featuring role models, interviews, money advice</p> <p>Careers – Gatsby Benchmark/CDI Framework</p> <p>British Values – Mutual Respect/Individual Liberty</p>	<ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices • role models – female/LGBTQ+ • Ex Fairfield High School students #madeatFairfield • How to share information to younger students • Future Fairfield • School photos 	
<p>Summer 1</p> <p>Health & Wellbeing</p>	<p>What do we mean by 'positive lifestyles'?</p> <p>How does media affect our decisions, is stress always a 'bad thing'? Energy Drinks/nicotine...</p> <p>RSHE – Families/Online/Being Safe/Relationships/Intimate/Mental Health</p> <p>PSHE – Healthy & Wellbeing/ Relationships</p> <p>British Values – Mutual Respect/Individual Liberty</p> <p>RS – Making sense of beliefs/Making connections</p>	<ul style="list-style-type: none"> • about attitudes towards mental health • how to challenge myths and stigma- what is stress? • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies – exploring my choices, empowering and owning my choices • about medicinal and reactional drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes • how religions 'promote' a healthy lifestyle • circles of influence/what I can and can't control 	<p>Difference between stress / pressure</p> <ul style="list-style-type: none"> • positive choices • circles of influence
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Festivals and Special Places</p> <p>Where do people go to feel 'connected' and why, from temples, to pilgrimages to stadiums; is it belonging?</p>	<ul style="list-style-type: none"> • about 'special or safe spaces' and what they offer • how festivals/temples etc create an emotion and a sense of connection. • how and why these beliefs are understood in different ways, by individuals within communities 	

British Values – Mutual Respect/Individual Liberty/Tolerance

RS – Making sense of beliefs/Making connections/Understanding the impact

RSHE – Families/Mental Health

PSHE – Healthy & Wellbeing/ Relationships

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YEAR 9 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews
<p>Autumn 1</p> <p>Relationships</p>	<p>Family, 'freedom' & conflict resolution Recognising intimate relationships, importance of stable relationships, assertiveness, substance misuse, gang exploitation, county lines</p> <p>(Selfie Project) RSHE – Families/Online/Being Safe/Relationships/Intimate/Mental Health</p> <p>PSHE – Healthy & Wellbeing/ Relationships</p> <p>British Values – Mutual Respect/Individual Liberty</p> <p>RS – Making sense of beliefs/Making connections</p>	<ul style="list-style-type: none"> about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering about positive relationships in the home and ways to reduce homelessness amongst young people conflict resolution strategies how to manage relationship and family changes, including relationship breakdown, separation and divorce about conflict and its causes in different contexts, e.g. with family and friends to manage risk in relation to gangs about the legal and physical risks of carrying a knife about positive social norms in relation to drug and alcohol use about legal and health risks in relation to drug and alcohol use, including addiction and dependence how to distinguish between healthy and unhealthy friendships about the law in relation to consent that the legal and moral duty is with the seeker of consent how to effectively communicate about consent in relationships about the risks of 'sexting' and how to manage requests or pressure to send an image how to assess risk and manage influences, including online about 'group think' and how it affects behaviour how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively how to access support services 	<ol style="list-style-type: none"> AFL intro: What do we mean by 'modern families', what do parents want for their children, what part does commitment play in relationships and within families? What challenges and pressures do families face, how different are families, what unites them? Why do families change? What strains relationships or wrong choices are made by parents and children; the issue of homelessness. How do individuals get drawn into alcohol, drugs, what are the consequences for them and others. County Lines, gangs, knives; how and who gets dragged into this lifestyle. What are the consequences? Exploitation; recap county lines scenarios, other areas where people become exploited. AFL Pause 4 Thought Protecting yourself and your 'heart' – relationship recap, healthy and happy! Consent and the law, sexting and the moral aspect of protecting yourself and each other. What is Consent and how it relates to you and more intimate relationships What is 'group think', how does it affect individuals and how can it be challenged? Communication consent – standing up others 'wishes' – recapping assertive behaviour, rather than passive and aggressive behaviour. How would you know you need help and where to go if you or others need it? AFL Final Reflection.
<p>Autumn 2</p> <p>Difference & Diversity</p>	<p>Choices & Consequences How does Intersectionality work, everything is a choice; explore and explain. 'Racism v Patriotism', what does this mean in Modern</p>	<ul style="list-style-type: none"> about GCSEs (and post-16 options) skills for decision making how to recognise the choice within every decision and action 	<p>Positive Choices</p>

	<p>Britain today? (Options)</p> <p>British Values – Mutual Respect/Individual Liberty/Tolerance/Democracy</p> <p>RSHE – Families/Online/Being Safe/Relationships</p> <p>PSHE – Healthy & Wellbeing/ Relationships</p> <p>RS – Making sense of beliefs/Making connections</p>	<ul style="list-style-type: none"> • about the Equality Act, diversity and values • explore the issues that Britain face today; from race to gender and sexuality • about if we still have an issue with race in Britain • explore what we mean by ‘modern Britain’ – how intergrated or divided are we? (Jo Cox) 	
<p>Spring 1</p> <p>Religious Pathways</p>	<p>Five Pillars of Islam</p> <p>What are the 5 Pillars and why do Muslims follow them? What would your 5 pillars be and why?</p> <p>RS – Making sense of beliefs/Making connections</p> <p>British Values – Mutual Respect/Individual Liberty/Tolerance/Democracy</p> <p>PSHE – Wider World</p>	<ul style="list-style-type: none"> • how Muslims worship and why • who was Muhammad • why was his message a ‘challenge’ at the time? • impact on individuals and Muslims living in Britain 	

<p>Spring 2</p> <p>Futures & Finance</p>	<p>Setting goals</p> <p>Learning strengths, career options, goal setting building on the GCSE options process, 'Futures Game' for pathways and impact.</p> <p>Business Enterprise Day</p> <p>PSHE – Economic Wellbeing</p>	<ul style="list-style-type: none"> • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online • about transferable skills, abilities and interests • how to demonstrate strengths • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future 	
<p>Summer 1</p> <p>Health & Wellbeing</p>	<p>What affects our health and wellbeing? What's 'wrong' with pornography? Self worth, how we are viewed? (Selfie Project)</p> <p>RSHE – Families/Online/Being Safe/Relationships/Intimate/Mental Health</p> <p>PSHE – Healthy & Wellbeing/ Relationships</p> <p>British Values – Mutual Respect/Individual Liberty</p> <p>RS – Making sense of beliefs/Making connections</p>	<ul style="list-style-type: none"> • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions • about the relationship between physical and mental health • how to manage influences on body image • about online communication as a place to 'belong' • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • where to go for help • to make independent health choices 	

		<ul style="list-style-type: none"> • to take increased responsibility for physical health, including self-examination and health checks • about readiness for sexual activity, making informed personal choices • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online 	
<p>Summer 2</p> <p>Living in the wider world</p>	<p>Sanctity of Life</p> <p>Designer baby, conjoined twins, organ donation, abortion and enthanasia, FGM. What roles do contraception play, is it moral and religious?</p> <p>RSHE – Families/Online/Being Safe/Relationships/Mental Health</p> <p>PSHE – Healthy & Wellbeing/ Relationships</p> <p>British Values – Mutural Respect/Individual Liberty</p> <p>RS – Making sense of beliefs/Making connections</p>	<ul style="list-style-type: none"> • about what the sanctity of life means • how it fits into a religious and non-religious viewpoint • about when 'life' begins • about blood, organ and stem cell donation • conjoined twins, a religious or moral dilemma? • how to respond to issues that 'challenge' religious viewpoints like saving a life • what is FGM, who may it affect? • what do religions say about abortion and contraception, e.g. condom and pill 	

YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Lesson overviews
<p>Autumn 1 Relationships</p>	<p>Relationships – family, finance and love. ‘Work-life’ balance - The impact of debt, gambling mental/ill health, stigma & stress. ‘Life Partner’s’, love – myth and reality - consent</p> <p>RSHE – Families/Online/Being Safe/Relationships/Intimate/Mental Health</p> <p>PSHE – Healthy & Wellbeing/ Relationships</p> <p>British Values – Mutual Respect/Individual Liberty</p> <p>RS – Making sense of beliefs/Making connections</p>	<ul style="list-style-type: none"> • about the many different factors that impact relationships and families; from issues of money to lack of opportunities • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities • how to recognise and respond to pressure, coercion and exploitation, • about the opportunities and risks of forming and conducting relationships online • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about relationship values of ‘finding that one partner’ and the role of pleasure in relationships 	<ol style="list-style-type: none"> 1. AFL intro: What are the many stresses that families and individuals face, What can we learn from the Poor Kids Documentary? 2. Poor Kids Documentary Continued. Are we an uncaring nation? AFL – Pause 4 Thought 3. How do people get in debt what is a credit rating? Why is saving money important? Further exploration of the impact of debt and other online threats, 4. Risk taking. What are the consequences of gambling etc especially online. (link back to County Lines) 5. Does money play a part in why some carry knives. Or are there other reasons, necessity, defence, what are the often life changing consequences? AFL Pause 4 Thought 6. How our online activity has increased, we don’t just gamble, we search for love online? Our relationships are changing but does consent become ‘blurred’ online? 7. What are the ethical and legal implications in relation to consent, what part can manipulation, coercion and capacity play? Where to get support if concerned about yourself or someone else. 8. What is victim blaming? How can it relate to asexuality, abstinence and celibacy? How can the myths, assumptions, misconceptions and social norms about sex, gender and relationships affect individuals and groups? AFL Pause 4 Thought 9. What is the ‘social expectation’ of ‘finding that one partner’ – how does it compare to a life of multiple partners or being celibate? 10. What role does pleasure play in relationships, what is sexual pleasure, is it important for intimate relationships? 11. Sex; safe and special, caring and consensual 12. Where and how to ‘draw the line’ – communication is key, support and signposting for issues. AFL Final Reflection

<p>Autumn 2</p> <p>Living in the wider world</p>	<p>Body Image Exploring the issues over body image, what influences us and how can we respond? How can and should we 'use' our bodies?</p> <p>RSHE –Online/Being Safe/Relationships/Intimate/Mental Health</p> <p>PSHE – Healthy & Wellbeing/ Relationships</p>	<ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • impact of body image on individuals, • assess the impact of media influence • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations 	
<p>Spring 1</p>	<p>Religion and Life</p> <p>What do all religions say about looking after animals, ourselves, the planet, 'life'?</p> <p>How does this compare with our thoughts & beliefs, what role does media play?</p> <p>British Values – Mutual Respect/Individual Liberty</p> <p>RS – Making sense of beliefs/Making connections</p>	<ul style="list-style-type: none"> • exploring issues from how we treat animals to our treatment of the planet, what do religions say, from Judaism to Hinduism say on this issue and what are non-religious responses • returning to issues of 'life' in relation to humans, abortion and euthanasia, what do religions say again how does it compare • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • about the media's impact on perceptions of gang culture • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime 	

- exit strategies for pressurised or dangerous situations
- how to seek help for substance use and addiction

<p>Spring 2</p> <p>Futures & Finance</p>	<p>Creating the best 'Future'</p> <p>Money & Morals, how does it shape our thoughts and actions, why do some people choose 'different' and dangerous paths; gangs and extremism?</p> <p>PSHE – Healthy & Wellbeing/ Relationships/Economic Wellbeing</p> <p>British Values – Mutual Respect/Individual Liberty</p> <p>RS – Making sense of beliefs/Making connections</p>	<ul style="list-style-type: none"> • how do we 'use' money, consider its impact on actions • about communities, inclusion, respect and belonging • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how data is generated, collected and shared, and the influence of targeted advertising • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation 	<p>Add in homelessness issue – linking to drugs – TrueTube lesson Tackling homelessness 1 and 2</p> <p>Do Gambling Lesson PSHE – 2 and 3 on techniques and addiction</p>
<p>Summer 1</p> <p>Health & Wellbeing</p>	<p>Undermining Wellbeing</p> <p>Types of 'pressure', determining trustworthiness, seeking help, reporting concerns, trafficking/slavery.</p> <p>RSHE – Families/Online/Being Safe/Relationships/Intimate/Mental Health</p> <p>PSHE – Healthy & Wellbeing/ Relationships</p> <p>British Values – Mutual Respect/Individual Liberty</p>	<ul style="list-style-type: none"> • how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • how to ask for help, who to go to about concerns, reporting concerns • about the idea of trafficking/slavery in a modern concept 	
<p>Summer 2</p> <p>Living in the</p>	<p>Different Cultures, Different attitudes</p> <p>Challenging viewpoints; on forced marriage, on the 'role of men', sexual harassment, rape, miscarriage...</p> <p>RSHE – Families/Online/Being Safe/Relationships/Intimate/Mental Health</p> <p>PSHE – Healthy & Wellbeing/ Relationships/Wider World</p>	<ul style="list-style-type: none"> • about forced marriage • about 'male' domination of roles in so many cultures/religions • how and who challenges these assumptions • how to respond to harassment • what constitute 'rape' • what is a miscarriage and how does it affect someone 	

British Values – Mutual Respect/Individual Liberty

RS – Making sense of beliefs/Making connections

wider world

YEAR 11 — MEDIUM-TERM OVERVIEW – HALF DAYS, FORM TIME & VISITOR DELIVERY

Half term	Topic	In this unit of work, students learn...	Lesson overviews / Teacher notes / resources
Autumn 1 Relationships	HALF DAY 1: Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<ul style="list-style-type: none"> about positive and safe ways to create content online and the opportunities this offers how to balance time online 	
Autumn 2 Diversity	HALF DAY 2: Dealing with Diversity and Difference Preparing for College/Apprenticeships. CV writing/College Wellbeing Life Skills – Finance and employability	<ul style="list-style-type: none"> how to maximise employability, including managing online presence and taking opportunities to broaden experience about rights, responsibilities and challenges in relation to working part time whilst studying how to manage work/life balance 	
Spring 1 My Path	HALF DAY 3: 'My journey, my path' Self-efficacy, stress management, First Aid, dealing with rejection and failure. Considering other people's beliefs	<ul style="list-style-type: none"> about core values and emotions how to use feedback constructively when planning for the future how to set and achieve SMART targets effective revision techniques and strategies about options post-16 and career pathways how to challenge harassment and stalking, including online 	
Spring 2 Future Plans	FORM TIME Building for the future Application processes, and skills for further education, employment and career progression	<ul style="list-style-type: none"> about application processes, including writing CVs, personal statements and interview technique how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) 	
Summer 1	VISITS/VISITORS: Healthy body and mind	<ul style="list-style-type: none"> about different types of families and changing family structures 	

Outside advice

- Dying to Drive – Aut 1
- Sixth Form interviews – Spr 1
- How to Revise – Spr 2
- Mock Interviews – Spr 1

- how to evaluate readiness for parenthood and positive parenting qualities
- about fertility, including how it varies and changes
- about pregnancy, birth and miscarriage
- about unplanned pregnancy options, including abortion
- about adoption and fostering
- how to manage change, loss, grief and bereavement
- about 'honour based' violence and forced marriage and how to safely access support

