



**Temple Moor High School – Personal and Character Curriculum summary**

Our Personal Development curriculum is structured as a 5/7 year learning journey for students, carefully and coherently sequencing the knowledge and skills they gain in into a teaching approach which also revisits concepts iteratively and reinforces them through low stakes testing and revisiting.

Y7	Topic	Programme of Study
Unit 1 – September until November	Values, Character and Friendship	<p><b>Key Knowledge</b>            H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing            R9. to clarify and develop personal values in friendships            R13. how to safely and responsibly form, maintain and manage positive relationships            R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)            R18. to manage the strong feelings that relationships can cause            R19. to develop conflict management skills and strategies to reconcile after disagreements</p> <p><b>Key Vocabulary</b>            Compromise            Attribute            Integrity            Character            Ambition            Relationship            Community            Values</p> <p><b>Why This, Why Now?</b>            This unit is studied first to support students with the transition to High school. The unit focusses on setting personal standards and values, whilst also helping to establish the values and standards of Temple Moor, as observance of these will be fundamental to accessing learning and making future progress. The emphasis on friendship formation is also important to cover early on, as students from a variety of primary feeder schools come together as a larger community for the first time, with a need to support positive new relationships paramount. The focus then moves on to how to be a successful learner which, again, is best covered early on to maximise opportunity.</p> <p><b>Assessment</b>            Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b>  <a href="https://www.bbc.co.uk/bitesize/articles/z6mj47h">https://www.bbc.co.uk/bitesize/articles/z6mj47h</a>  <a href="https://www.bbc.co.uk/bitesize/articles/znhf7nb">https://www.bbc.co.uk/bitesize/articles/znhf7nb</a></p>
Unit 2 – November until February	Treating others with respect and compassion	<p><b>Key Knowledge</b>            R2. indicators of positive, healthy relationships and unhealthy relationships, including online            R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation            R7. how the media portrays relationships and the potential impact of this on people’s expectations of relationships            R10. the importance of trust in relationships and the behaviours that can undermine or build trust            R35. the roles and responsibilities of parents, carers and children in families            R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children            R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied            R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships            R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice            R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p> <p><b>Key Vocabulary</b>            Prejudice            Intolerance            Homophobia            Ableism            Biphobia            Transphobia            Racism            Relationships</p> <p><b>Why This, Why Now?</b>            Having established a common set of values and how we live our lives by these in Unit 1, this unit considers how these values are enacted through our day to day interactions with people, with the aim students understanding kindness, tolerance and politeness. This is covered early in Year 7, as students will be forming new relationships with each other, from different primary feeder schools, but also because we want to be very clear what is and is not acceptable in school including prejudice, hatred and bullying. This theme will then</p>

Y7	Topic	Programme of Study
		<p>be revisited in Y8 (Unit 5,6, and 8) when student explore sexual relationships and the need for these to be healthy, as well as covering the impact of intolerance on other people.</p> <p><b>Assessment</b> Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs. Half yearly assessment.</p> <p><b>Helpful resources</b> <a href="https://www.bbc.co.uk/bitesize/topics/zhvbt39/articles/zfn7vk7">https://www.bbc.co.uk/bitesize/topics/zhvbt39/articles/zfn7vk7</a></p>
Unit 3 – March - May	Health and wellbeing, and staying physically healthy	<p><b>Key Knowledge</b> H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities H14. the benefits of physical activity and exercise for physical and mental health and wellbeing H15. the importance of sleep and strategies to maintain good quality sleep H16. to recognise and manage what influences their choices about physical activity H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society. H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p><b>Key Vocabulary</b> Health Wellbeing Diet Malnutrition Vaccination Risk CPR Cardiovascular disease</p> <p><b>Why This, Why Now?</b> This unit flows from Unit 2 to reinforce how negative relationships, bullying and abuse can all impact positively and negatively on people’s health and wellbeing. This is also covered in Year 7, as the focus on how to manage your studies around activities outside school and to promote good health strategies. are key to explore early on and have the greatest positive impact when covered earlier.</p> <p><b>Assessment</b> Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b> <a href="https://www.bbc.co.uk/bitesize/subjects/zbhy4wx">https://www.bbc.co.uk/bitesize/subjects/zbhy4wx</a> <a href="https://www.bbc.co.uk/bitesize/topics/zhvbt39/articles/zj83qp3">https://www.bbc.co.uk/bitesize/topics/zhvbt39/articles/zj83qp3</a> <a href="https://www.bbc.co.uk/bitesize/topics/zhvbt39/articles/zfn7vk7">https://www.bbc.co.uk/bitesize/topics/zhvbt39/articles/zfn7vk7</a></p>
Unit 4 – May - July	Managing risk and staying safe in the digital world	<p><b>Key Knowledge</b> R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health H30. how to identify risk and manage personal safety in increasingly independent situations, including online H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views L24. to understand how the way people present themselves online can have positive and negative impacts on them L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people’s attitudes and behaviours</p>

Y7	Topic	Programme of Study
		<p>L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p> <p><b>Key Vocabulary</b>  Discrimination  Prejudice  Misinformation  Phishing  Trolling  Catfishing  Digital footprint  Extremism  Radicalisation  PREVENT  Risk</p> <p><b>Why This, Why Now?</b>  This unit flows from Unit 2 and Unit 3, where students study positive and negative relationships, but also consider coercion and misinformation from sources, including online. This unit is covered now as it explores with students why they need to be digitally literate and risk conscious in their online activities as the internet, whilst a great thing, can also be a forum for bullying, abuse and misinformation if not approached properly. This unit therefore tackles risk and online safety in Y7, so that pupils can reduce their risk online as they begin to develop more of an online presence in subsequent years. This also revisits and reinforces work, done earlier in Year 7 in Computer Science, on online safety.</p> <p><b>Assessment</b>  Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs. Half yearly assessment.</p> <p><b>Helpful resources</b>  <a href="https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/1">https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z9p9kqt/revision/1">https://www.bbc.co.uk/bitesize/guides/z9p9kqt/revision/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z9p9kqt/test">https://www.bbc.co.uk/bitesize/guides/z9p9kqt/test</a></p>

Y8	Topic	Programme of Study
Unit 5 – September to November	Adolescence, sex education and respectful personal relationships	<p><b>Key Knowledge</b></p> <p>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p>R18. to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R5. to recognise that sexual attraction and sexuality are diverse</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p> <p>R7. how the media portrays relationships and the potential impact of this on people’s expectations of relationships</p> <p>R8. that the portrayal of sex in the media and social media (including pornography) can affect people’s expectations of relationships and sex</p> <p>R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>R28. to gauge readiness for sexual intimacy</p> <p>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p> <p>R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>R33. the risks related to unprotected sex</p> <p>H21. how to access health services when appropriate</p> <p>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p>H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice</p> <p>H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p> <p><b>Key Vocabulary</b></p> <p>Contraception Conception Infection STI Condom Femidom Coil Diaphragm Barrier method Spermicidal Adolescence</p> <p><b>Why This, Why Now?</b></p> <p><b>Assessment</b></p> <p>Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b></p> <p><a href="https://www.bbc.co.uk/cbbc/watch/operation-ouch-puberty">https://www.bbc.co.uk/cbbc/watch/operation-ouch-puberty</a> <a href="https://www.bbc.co.uk/bitesize/guides/znxnscw/revision/6">https://www.bbc.co.uk/bitesize/guides/znxnscw/revision/6</a></p>
Unit 6 – December to February	Challenging prejudice and stereotyping	<p><b>Key Knowledge</b></p> <p>L1. study, organisational, research and presentation skills</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely</p> <p>L10. to recognise and challenge stereotypes and family or cultural expectations</p> <p>L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p> <p>L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people’s attitudes and behaviours</p> <p><b>Key Vocabulary</b></p> <p>Prejudice Stereotyping Discrimination Inclusion Ableism Homophobia Biphobia Transphobia</p> <p><b>Why This, Why Now?</b></p> <p>This unit follows the unit of sex education, by exploring love and different types of intimate relationships. It builds on adolescence and the mechanics of sex in Unit 6, to look at the basis of homosexual, heterosexual, bisexual and transsexual relationships, as well as the relationships between those of different faiths, races and abilities. We also build on earlier units in Y7 about tolerance and compassion to look at stereotypes and prejudice in relation to homophobic, biphobic and transphobic views held by some people and the irrationality of these. This links to earlier themes on inclusivity, tolerance and respect.</p> <p><b>Assessment</b></p>

Y8	Topic	Programme of Study
		<p>Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs. Half yearly assessment.</p> <p><b>Helpful resources</b>  <a href="https://www.bbc.co.uk/bitesize/topics/zg48mp3">https://www.bbc.co.uk/bitesize/topics/zg48mp3</a></p>
Unit 7 – March to May	Life goals, options and careers	<p><b>Key Knowledge</b>  L1. study, organisational, research and presentation skills  H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks  R15. to further develop and rehearse the skills of team working  R16. to further develop the skills of active listening, clear communication, negotiation and compromise  L1. study, organisational, research and presentation skills  L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p> <p><b>Key Vocabulary</b>  Employability  Enterprise  Vocational  Career  Ambition</p> <p><b>Why This, Why Now?</b>  This unit covers CEIAG and is covered at this point as it ties in with the launch of the Year 8 options process, enabling students to research careers and make informed options choices based on their informed aspirations. It also builds on Year 7 unit 1 regarding personal goals and efficacy.</p> <p><b>Assessment</b>  Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b>  <a href="https://tmhs.co.uk/students-parents-carers/careers-information-guidance/">https://tmhs.co.uk/students-parents-carers/careers-information-guidance/</a></p>
Unit 8 – May to July	Health and Wellbeing, and staying mentally healthy	<p><b>Key Knowledge</b>  R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support  H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary  H7. the characteristics of mental and emotional health and strategies for managing these  H8. the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns  H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks  H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support  H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]  H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need  H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities  H14. the benefits of physical activity and exercise for physical and mental health and wellbeing  H15. the importance of sleep and strategies to maintain good quality sleep  H21. how to access health services when appropriate</p> <p><b>Key Vocabulary</b>  Paranoia  Depression  Anxiety  Schizophrenia  Bipolar  Trauma  Bereavement</p> <p><b>Why This, Why Now?</b>  This unit builds on Unit 3 from Year 7, which has already set out the general meaning of health encompassing more than physical health. The flow for this year, and the necessity of this unit being placed here, is that the options process can be unsettling for students as they feel daunted about making decisions for their future, so the timing of this helps us draw links with how to reduce this anxiety as they pick their first GCSE option. It also flows from earlier Y8 units which have explored relationships and forms of discriminatory behaviour, and how this can impact on people’s self-worth and mental health, so it is opportune to follow this flow by looking at how people can proactively build positive mental health.</p> <p><b>Assessment</b>  Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs. Half yearly assessment.</p>

Y8	Topic	Programme of Study
		<b>Helpful resources</b> <a href="https://www.bbc.co.uk/bitesize/topics/ztnnb9q/articles/zmvt6g8">https://www.bbc.co.uk/bitesize/topics/ztnnb9q/articles/zmvt6g8</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/ks3-ks4-PSHE-my-troubled-mind/zdjv7nb">https://www.bbc.co.uk/teach/class-clips-video/ks3-ks4-PSHE-my-troubled-mind/zdjv7nb</a> <a href="https://www.bbc.co.uk/bitesize/tags/z7qg6v4/mental-health/1">https://www.bbc.co.uk/bitesize/tags/z7qg6v4/mental-health/1</a>

Y9	Topic	Programme of Study
Unit 9 – September to November	Democracy and the Rule of Law.	<p><b>Key Knowledge</b></p> <p>L1. study, organisational, research and presentation skills</p> <p>The development of the political system of democratic government in the United Kingdom, 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>The precious liberties enjoyed by the citizens of the United Kingdom</p> <p>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p> <p>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p> <p><b>Key Vocabulary</b></p> <p>Democracy Monarchy Values Government Community Society Constituents Government Party Parliament Election Majority Left and Right wing</p> <p><b>Why This, Why Now?</b></p> <p>This unit is studied to support students with citizenship and understanding the importance of democracy, British values and the rule of law. This is covered in Year 9 as a prelude to later units on criminality, extremism and drugs, against the background of increasing gang culture in East Leeds and the need to educate students in CCE and CSE as they reach an age where they may be groomed for these. This unit also builds on earlier work in Year 7 on tolerance and respect, and earlier learning in History regarding the theme of democracy.</p> <p><b>Assessment</b></p> <p>Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z4pr3j6/articles/zygmaqfr">https://www.bbc.co.uk/bitesize/topics/z4pr3j6/articles/zygmaqfr</a>  <a href="https://www.bbc.co.uk/bitesize/topics/z4pr3j6/articles/z78ntrd">https://www.bbc.co.uk/bitesize/topics/z4pr3j6/articles/z78ntrd</a>  <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-government/zj9q7nb">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-government/zj9q7nb</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zwypxfr/revision/1">https://www.bbc.co.uk/bitesize/guides/zwypxfr/revision/1</a></p>
Unit 10 December to February	Employability and Financial Security	<p><b>Key Knowledge</b></p> <p>L1. study, organisational, research and presentation skills</p> <p>L4. the skills and attributes that employers' value</p> <p>L5. the skills and qualities required to engage in enterprise</p> <p>L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p> <p>L13. about young people's employment rights and responsibilities</p> <p>L14. to manage emotions in relation to future employment</p> <p>L15. to assess and manage risk in relation to financial decisions that young people might make</p> <p>L16. about values and attitudes relating to finance, including debt</p> <p>L17. to manage emotions in relation to money</p> <p>L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p> <p>L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scam</p> <ul style="list-style-type: none"> <li>- Explain that the economy is the flow of money between institutions and individuals, including earning, tax and spending.</li> <li>- The government and the economy, and the impact it has on citizens: Public spending; Bank of England economic policy; National debt; Recession / austerity; Growth / boom</li> <li>- Describe the different types of tax, including VAT, income taxes, council tax.</li> <li>- Describe the features and purposes of tax.</li> <li>- Outline the sources and features of income.</li> <li>- Features: payslips; gross / net pay; working hours.</li> <li>- Outline the nature and stages of the personal life cycle and linked key events, namely: birth and infancy; childhood; teenager; young adult; mature adult; middle to late age; old age / retirement; death</li> <li>- Likely types of income and expenditure for each stage</li> <li>- Define what is meant by interest and interest rates</li> <li>- Define what effect interest rate changes have on personal finance.</li> <li>- The importance of saving for pensions.</li> <li>- Identify changes in attitude towards risk and responsibility throughout the personal life cycle, namely: - Physical risks; emotional risks; financial risks</li> <li>- Consequences of risks vary in each life stage</li> <li>- Explain what a mortgage is.</li> <li>- Explain what is meant by other types of debt e.g. pay day loans, bank loans, credit cards.</li> <li>- The impact of interest and inflation on debts.</li> </ul>

Y9	Topic	Programme of Study
		<p><b>Key Vocabulary</b>  Income  Expenditure  Debt  Savings  Phishing  Employability  Scams  Tax  Interest  Pension  Risk</p> <p><b>Why This, Why Now?</b>  This unit follows on from Unit 9 on democracy and government, by beginning to look at the economy and the impact of Government policy on employment and personal finance. The theme then broadens to look at financial stability, risk and income vs debt. This builds upon earlier themes in relation to Unit 7 Careers and employability from Year 8. This also ties in with Y7 Unit 4 on online safety. The end of this unit on fraud and money scams is then further followed up with an exploration of criminality in Unit 12.</p> <p><b>Assessment</b>  Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs. Half yearly assessment.</p> <p><b>Helpful resources</b>  <a href="https://nationalschoolpartnership.com/initiatives/natwest_moneysense/">https://nationalschoolpartnership.com/initiatives/natwest_moneysense/</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zr48mp3/resources/1">https://www.bbc.co.uk/bitesize/topics/zr48mp3/resources/1</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zwqg8mn/revision/2">https://www.bbc.co.uk/bitesize/guides/zwqg8mn/revision/2</a></p>
Unit 11 – March - May	Mental health disorders and addiction	<p><b>Key Knowledge</b>  L1. study, organisational, research and presentation skills  R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations  H21. how to access health services when appropriate  H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics  H24. to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use  H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities  H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle  H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers  H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use  H27. the personal and social risks and consequences of substance use and misuse including occasional use  H28. the law relating to the supply, use and misuse of legal and illegal substances  H29. about the concepts of dependence and addiction including awareness of help to overcome addictions  H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling  R42. to recognise peer influence and to develop strategies for managing it, including online  R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p><b>Key Vocabulary</b>  Addiction  Gambling  Possession  Supply  Substance abuse  Narcotics  Alzheimer's  Schizophrenia  Withdrawal  Class A/B  Peer pressure</p> <p><b>Why This, Why Now?</b>  This unit builds upon the rule of law in Unit 9 and mental health in Unit 8, to explore addiction and legal/illegal drugs and mental health disorders (some of which are associated with drug use. It also builds upon Year 7 units on friendship and positive relationships to explore peer pressure and also positive support which friends can offer.</p> <p><b>Assessment</b>  Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs. Half yearly assessment.</p> <p><b>Helpful resources</b>  <a href="https://www.talktofrank.com/">https://www.talktofrank.com/</a>  <a href="https://www.bbc.co.uk/bitesize/topics/ztnnb9q/articles/zrs44xs">https://www.bbc.co.uk/bitesize/topics/ztnnb9q/articles/zrs44xs</a></p>



Y9	Topic	Programme of Study
		<a href="https://www.bbc.co.uk/bitesize/guides/zdwwt39/revision/7">https://www.bbc.co.uk/bitesize/guides/zdwwt39/revision/7</a> <a href="https://www.bbc.co.uk/bitesize/guides/z3mr4j6/revision/5">https://www.bbc.co.uk/bitesize/guides/z3mr4j6/revision/5</a>
Unit 12 – May - July	Unit 12 – Criminality, Risk and Making Good Choices	<p><b>Key Knowledge</b></p> <p>L1. study, organisational, research and presentation skills  R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex  R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances  R25. about the law relating to sexual consent  R26. how to seek, give, not give and withdraw consent (in all contexts, including online)  R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected  R29. the impact of sharing sexual images of others without consent  R30. how to manage any request or pressure to share an image of themselves or others, and how to get help  R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others  R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion  R33. The law relating to ‘honour’-based violence and forced marriage; the consequences for individuals and wider society and ways to access support  R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them  H22. the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM  R42. to recognise peer influence and to develop strategies for managing it, including online  R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support  R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this  R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours  R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support  R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon  <b>L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</b>  H30. how to identify risk and manage personal safety in increasingly independent situations, including online  H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p><b>Key Vocabulary</b></p> <p>Exploitation  Risk  Consent  Rape  County Lines  CCE  CSE  FGM  Cuckooing  “Honour” based violence  Extremism  Terrorism  PREVENT</p> <p><b>Why This, Why Now?</b></p> <p>Having covered the law within Unit 9, and then looked at drugs and addiction in Unit 11, this unit builds upon this knowledge by exploring how drugs feature heavily in criminality, gangs and county lines, and how children may be exploited by criminals. It also looks at how criminals may prey on the most vulnerable in society, including those with mental illness (covered last unit). Additionally, this unit builds on Y7 Unit 2 on healthy relationships, to look at unhealthy relationships in criminality and peer pressure, and also builds on Unit 5 ideas of sexual consent to cover illegality in terms of not adequately seeking consent.</p> <p><b>Assessment</b></p> <p>Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs. Half yearly assessment.</p> <p><b>Helpful resources</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z4m2pv4">https://www.bbc.co.uk/bitesize/topics/z4m2pv4</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zpb482p/revision/6">https://www.bbc.co.uk/bitesize/guides/zpb482p/revision/6</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf</a></p>

Y10	Topic	Programme of Study
Unit 13 September to November	Staying safe and protected in an online world	<p><b>Key Knowledge</b>  H12. the benefits of having a balanced approach to spending time online  H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online  R15. the legal and ethical responsibilities people have in relation to online aspects of relationships  R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help  R28. to recognise when others are using manipulation, persuasion or coercion and how to respond  L22. that there are positive and safe ways to create and share content online and the opportunities this offers  L23. strategies for protecting and enhancing their personal and professional reputation online  L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events  L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this  L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this  L27. strategies to critically assess bias, reliability and accuracy in digital content  L11. the benefits and challenges of cultivating career opportunities online  L12. strategies to manage their online presence and its impact on career opportunities  TMHS: How others may seek to influence our views and challenge our democracy.</p> <p><b>Key Vocabulary</b>  Bias  Influence  Profile  Trolling  Catfishing  Social media  Body image  Stalking  Harassment</p> <p><b>Why This, Why Now?</b>  This unit is covered early in Y10 as this is the point, aged 14, when students can legally have social media accounts, in which they share information and make comments online, and also when they may begin relationships where they come under pressure to share sexualised images. This unit also builds on from the themes at KS3 of healthy relationships, online safety, the legal system and democracy and body image.</p> <p><b>Assessment</b>  Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b>  <a href="https://www.bbc.co.uk/teach/class-clips-video/computer-science-ks3--ks4-online-safety/z7qdmfr">https://www.bbc.co.uk/teach/class-clips-video/computer-science-ks3--ks4-online-safety/z7qdmfr</a></p>
Unit 14: November to January	<b>Body image and mental health</b>	<p><b>Key Knowledge</b>  H18. the ways in which industries and advertising can influence health and harmful behaviours  H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this  H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this  H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing  H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health  H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences  H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns  H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available  H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change)  H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help  H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p> <p><b>Key Vocabulary</b>  Bullying  Depression  Conformity  Empathy  Resilience  Self-esteem  Body image  Triggers</p>

Y10	Topic	Programme of Study
		<p><b>Why This, Why Now?</b> This unit is covered now as it follows on from the online influences and safety unit (unit 13), to look at how this can create unrealistic views of body image and create a pressure which erodes mental wellbeing. It also builds on previous units on mental health, online safety, and health at KS3.</p> <p><b>Assessment</b> Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b>  <a href="https://www.bbc.co.uk/bitesize/tags/zjs9cqt/body-image/1">https://www.bbc.co.uk/bitesize/tags/zjs9cqt/body-image/1</a>  <a href="https://www.bbc.co.uk/bitesize/articles/zj3h6g8">https://www.bbc.co.uk/bitesize/articles/zj3h6g8</a>  <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks3--ks4-your-body-your-image/zfbkhbk">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks3--ks4-your-body-your-image/zfbkhbk</a>  <a href="https://www.nationaleatingdisorders.org/body-image-0">https://www.nationaleatingdisorders.org/body-image-0</a></p>
<b>Unit 15 is a Religious Education unit – details of which can be found in the RE curriculum summary.</b>		
<b>Unit 16:</b> February to April	Healthy vs abusive relationships	<p><b>Key Knowledge</b>  R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality  R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary  R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships  R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them  R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed  R11. strategies to manage the strong emotions associated with the different stages of relationships  R12. to safely and responsibly manage changes in personal relationships including the ending of relationships  R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them  R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks  R17. ways to access information and support for relationships including those experiencing difficulties  R28. to recognise when others are using manipulation, persuasion or coercion and how to respond  R29. the law relating to abuse in relationships, including coercive control and online harassment  R30. to recognise when a relationship is abusive and strategies to manage this  R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships  R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</p> <p><b>Key Vocabulary</b>  Abuse  Coercion  Manipulation  Harassment  Sexuality  Marriage  Civil partnership  Bereavement  Divorce</p> <p><b>Why This, Why Now?</b> This unit builds upon the work covered in Key Stage 3 Unit 6 and is covered at this point because it contains precursor components for the intimacy and sexual health, and family planning and parenthood units, such as what constitutes a stable relationship in which intimacy and family life can flourish. It also links to Unit 19 on financial security as financial coercion is a possible manifestation of an abusive relationship.</p> <p><b>Assessment</b> Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b>  <a href="https://www.bbc.co.uk/bitesize/guides/zpb482p/revision/7">https://www.bbc.co.uk/bitesize/guides/zpb482p/revision/7</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zt3ck7h/revision/3">https://www.bbc.co.uk/bitesize/guides/zt3ck7h/revision/3</a>  <a href="https://www.bbc.co.uk/programmes/p010xy2s">https://www.bbc.co.uk/programmes/p010xy2s</a></p>
Unit 17 – April to May	Intimacy and sexual health	<p><b>Key Knowledge</b>  H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)  H27. about specific STIs, their treatment and how to reduce the risk of transmission  H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)  H29. to overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services  R2. the role of pleasure in intimate relationships, including orgasms  R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours  R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</p>

Y10	Topic	Programme of Study
		<p>R18. about the concept of consent in maturing relationships  R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour  R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple  R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences  R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p> <p><b>Key Vocabulary</b>  Consent  Contraception  Gonorrhoea  Chlamydia  HIV  Herpes  Sexually Transmitted Infections</p> <p><b>Why This, Why Now?</b>  This unit is covered now as our student health and wellbeing surveys indicate that some students are becoming sexually active at around this age. This unit also builds on the themes of healthy relationships and the emotions which need to be managed from Unit 16, as well as abusive behaviours which are linked in this unit to sharing sexual images without consent (revenge porn). It also considers whether pornography can skew expectations about what constitutes a healthy and respectful relationship. The impact on pornography is also linked to digital literacy earlier in the year and also builds upon the Unit 14 body image unit, by discussing the impact that pornography can have on body image and mental health.</p> <p><b>Assessment</b>  Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b>  <a href="https://www.bbc.co.uk/bitesize/guides/zpwjk2p/revision/7">https://www.bbc.co.uk/bitesize/guides/zpwjk2p/revision/7</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zts9y4j/revision/8">https://www.bbc.co.uk/bitesize/guides/zts9y4j/revision/8</a>  <a href="https://www.bbc.co.uk/bitesize/topics/z2xh34j/resources/1">https://www.bbc.co.uk/bitesize/topics/z2xh34j/resources/1</a></p>
Unit 18 – May to July	Family planning and parenthood	<p><b>Key Knowledge</b>  R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner  R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support  R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families  R26. the reasons why people choose to adopt/foster children  R27. about the current legal position on abortion and the range of beliefs and opinions about it  H30. about healthy pregnancy and how lifestyle choices affect a developing foetus  H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors  H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy  H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</p> <p><b>Key Vocabulary</b>  Adoption  Fostering  Contraception  Menopause  Abortion  Fertility  Miscarriage</p> <p><b>Why This, Why Now?</b>  This unit is covered now as our student health and wellbeing surveys indicate that some students are becoming sexually active at around this age, and there is a natural flow on from Unit 17 about intimacy and sexual relationships, including contraception. East Leeds also has a high teenage pregnancy rate so this is pertinent to the school's context and making students think about the implications of being sexually active and the burden that unexpected parenthood might create. This unit also builds on the themes of healthy relationships and the emotions which need to be managed, as well as earlier KS3 units on values, life goals, and character.</p> <p><b>Assessment</b>  Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b>  <a href="https://www.bbc.co.uk/bitesize/guides/z8r7tyc/revision/4">https://www.bbc.co.uk/bitesize/guides/z8r7tyc/revision/4</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zpwjk2p/revision/7">https://www.bbc.co.uk/bitesize/guides/zpwjk2p/revision/7</a></p>

Y11	Topic	Programme of Study
<b>Unit 19 is a Religious Education unit – details of which can be found in the RE curriculum summary.</b>		
Unit 20 – October to November	Financial security and planning	<p><b>Key Knowledge</b></p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p> <p>L7. about the labour market, local, national and international employment opportunities</p> <p>L8. about employment sectors and types, and changing patterns of employment</p> <p>L16. how to effectively budget, including the benefits of saving</p> <p>L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p>L18. to recognise and manage the range of influences on their financial decisions</p> <p>L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</p> <p>L20. the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p>L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts</p> <p>H25. to understand and build resilience to thinking errors associated with gambling (e.g. ‘gambler’s fallacy’) the range of gambling-related harms, and how to access support for themselves or others</p> <p><b>Key Vocabulary</b></p> <p>APR</p> <p>Gig economy</p> <p>Investments</p> <p>Pensions</p> <p>Mortgages</p> <p>Exploitation</p> <p>Phishing</p> <p>Fallacy</p> <p>Economy</p> <p>Savings</p> <p>Expenditure</p> <p>Employability</p> <p>Inflation</p> <p><b>Why This, Why Now?</b></p> <p>This unit is covered now as it follows on from consideration of life events and parenthood in Unit 18, and the need to plan finances around this, to looking at what financial planning consists of and the various aspects which fit into this. It is also covered now as Unit 21 relates to choices and careers after Year 11, so understanding the opportunities that our out there in this unit will prepare students in readiness for this.</p> <p><b>Assessment</b></p> <p>Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zwqg8mn/revision/2">https://www.bbc.co.uk/bitesize/guides/zwqg8mn/revision/2</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z9b6nbk/revision/1">https://www.bbc.co.uk/bitesize/guides/z9b6nbk/revision/1</a></p> <p><a href="https://mypersonalfinanceskills.org/bitesize-learning2/">https://mypersonalfinanceskills.org/bitesize-learning2/</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zppvg82/revision/5">https://www.bbc.co.uk/bitesize/guides/zppvg82/revision/5</a></p>
Unit 21 - November to December	Choices, pathways and careers beyond Y11	<p><b>Key Knowledge</b></p> <p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting.</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>L5. about the need to challenge stereotypes about career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p> <p>L7. about the labour market, local, national and international employment opportunities</p> <p>L8. about employment sectors and changing patterns of employment. to research, secure and take full advantage of any opportunities for work experience that are available</p> <p>L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</p> <p>L11. the benefits and challenges of cultivating career opportunities online</p> <p>L12. strategies to manage their online presence and its impact on career opportunities</p> <p>L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p>L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p>L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>R9. to recognise, clarify and, if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p><b>Key Vocabulary</b></p> <p>Application</p>

Y11	Topic	Programme of Study
		<p>Personal statement Aspirations Interests Skills Attributes Aptitudes</p> <p><b>Why This, Why Now?</b> This unit is covered now to correspond with student applications to Post 16 providers. Students build on Unit 20, extending the need for long term financial planning and stability, to consider their aspirations and the pathways for achieving them as routes into further education and employment.</p> <p><b>Assessment</b> Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b> <a href="http://www.unifrog.org">www.unifrog.org</a></p>
Unit 22 - January to February	Rights and responsibilities in a democracy	<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press</li> <li>- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond</li> <li>- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom</li> <li>- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</li> <li>- human rights and international law</li> <li>- the different ways in which a citizen can contribute to the improvement of his or her community and the global community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</li> <li>- how public money is raised and spent.</li> <li>- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</li> </ul> <p><b>Key Vocabulary</b> Election Community Citizenship Commonwealth Governance Tax Parliament Democracy</p> <p><b>Why This, Why Now?</b> This unit builds upon the last unit regarding employability and the employment rights and responsibilities, to then look at how the earnings of employees are spent by the Government and how the Government operates. It also looks at how students can play a role in society beyond their careers, becoming an active citizen who contributes positively to their local, national and global community and ensures that fundamental values are upheld.</p> <p><b>Assessment</b> Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b> <a href="https://www.bbc.co.uk/bitesize/topics/z4pr3j6/articles/zygmaqfr">https://www.bbc.co.uk/bitesize/topics/z4pr3j6/articles/zygmaqfr</a> <a href="https://www.bbc.co.uk/bitesize/topics/z4pr3j6/articles/z78ntrd">https://www.bbc.co.uk/bitesize/topics/z4pr3j6/articles/z78ntrd</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-government/zj9q7nb">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-government/zj9q7nb</a> <a href="https://www.bbc.co.uk/bitesize/guides/zwypxfr/revision/1">https://www.bbc.co.uk/bitesize/guides/zwypxfr/revision/1</a></p>
Unit 23 - February to March	Criminality and exploitation	<p><b>Key Knowledge</b></p> <p>H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p> <p>R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</p> <p>L12. strategies to manage their online presence and its impact on career opportunities</p> <p>R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</p> <p>R36. skills to support younger peers when in positions of influence</p> <p>R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</p> <p>R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p> <p>L28. to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p>L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p> <ul style="list-style-type: none"> <li>- the legal system in the UK, different sources of law and how the law helps society deal with complex problems</li> </ul> <p>TMHS: PREVENT</p>

Y11	Topic	Programme of Study
		<p><b>Key Vocabulary</b>  Exploitation  Cybercrime  Extremism  Terrorism  Push-pull factors  PREVENT  Trolling  Rights  Responsibilities</p> <p><b>Why This, Why Now?</b>  Following on from Unit 22 about Government, the law and rights and responsibilities in society, this unit looks at the converse by examining criminality who break the law and why this occurs. Students revisit gang culture from Y9, which is very pertinent to the gang situation in East Leeds at present, and it revisits Y10 work about intimate relationships to explore consent. Finally, we look at intolerance in society and how push-pull factors can foster and inflame extremist ideology and how this can lead to broader criminality and terrorism. Finally, the unit returns full circle to the idea of active citizenship by exploring the need for vigilance and how to report concerns about extremism views.</p> <p><b>Assessment</b>  Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b>  <a href="https://www.bbc.co.uk/bitesize/topics/z4m2pv4">https://www.bbc.co.uk/bitesize/topics/z4m2pv4</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zpb482p/revision/6">https://www.bbc.co.uk/bitesize/guides/zpb482p/revision/6</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf</a></p>
Unit 24 - March to May	Staying safe and healthy, and resisting peer pressure	<p><b>Key Knowledge</b>  R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour  H11. to make informed lifestyle choices regarding sleep, diet and exercise  H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help  H15. the purpose of blood, organ and stem cell donation for individuals and society  H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination  H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds  H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities  H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle  H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation  H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p><b>Key Vocabulary</b>  Infection  Emphysema  Cirrhosis  CPR  Stem cells  Insomnia  Gateway drug  Cancer  Donation  Informed consent  Cosmetic  Aesthetic  Lifestyle  Screening</p> <p><b>Why This, Why Now?</b>  This unit follows the criminality unit, which is often linked to the supply of drugs, to explore the effects of drugs and alcohol as part of a wider consideration of health and wellbeing which is continued into the final unit (25). It then investigates the wider societal implications of drug and alcohol misuse before considering how to access support services.</p> <p><b>Assessment</b>  Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b>  <a href="https://www.talktofrank.com/">https://www.talktofrank.com/</a>  <a href="https://www.bbc.co.uk/bitesize/topics/ztnnb9q/articles/zrs44xs">https://www.bbc.co.uk/bitesize/topics/ztnnb9q/articles/zrs44xs</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zdwwt39/revision/7">https://www.bbc.co.uk/bitesize/guides/zdwwt39/revision/7</a></p>

Y11	Topic	Programme of Study
		<a href="https://www.bbc.co.uk/bitesize/guides/z3mr4j6/revision/5">https://www.bbc.co.uk/bitesize/guides/z3mr4j6/revision/5</a>
Unit 25 - May	Managing stress and anxiety	<p><b>Key Knowledge</b>  H11. to make informed lifestyle choices regarding sleep, diet and exercise  H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help  H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns  H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p><b>Key Vocabulary</b>  Depression  Stress  Anxiety  Retention  Cognitive overload  Fatigue  Emotional  Wellness</p> <p><b>Why This, Why Now?</b>  This unit is covered last in Year 11, so that students can have input in how to manage their stress levels in the coming exam series, and how to stay healthy and manage their wellbeing. It is combined with constructive revision strategies to enable them to revise effectively whilst also managing their mental wellbeing throughout the exam seasons.</p> <p><b>Assessment</b>  Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b>  <a href="https://www.gcsepod.com/mental-health/">https://www.gcsepod.com/mental-health/</a>  <a href="https://www.tassomai.com/blog-content/2022/1/26/5-ways-to-support-your-childs-mental-health-throughout-their-gcses">https://www.tassomai.com/blog-content/2022/1/26/5-ways-to-support-your-childs-mental-health-throughout-their-gcses</a>  <a href="https://www.leedscommunityhealthcare.nhs.uk/our-services-a-z/camhs/home/">https://www.leedscommunityhealthcare.nhs.uk/our-services-a-z/camhs/home/</a>  <a href="https://www.nhs.uk/mental-health/children-and-young-adults/help-for-teenagers-young-adults-and-students/student-stress-self-help-tips/">https://www.nhs.uk/mental-health/children-and-young-adults/help-for-teenagers-young-adults-and-students/student-stress-self-help-tips/</a></p>



Y12	Topic	Programme of Study
Unit 1 – September to October	Building a harmonious sixth form community	<p><b>Key Knowledge</b></p> <p>R2. to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion</p> <p>R3. to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships</p> <p>R4. to manage mature friendships, including making friends in new places</p> <p>R5. to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online</p> <p>R8. to use constructive dialogue to support relationships and negotiate difficulties</p> <p>R9. to manage the ending of relationships safely and respectfully, including online</p> <p>R10. to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships</p> <p>R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination</p> <p><b>Key Vocabulary</b></p> <p>Values</p> <p>Tolerance</p> <p>Compassion</p> <p>Respect</p> <p>Prejudice</p> <p>Discrimination</p> <p>Equality</p> <p>Inclusion</p> <p>Diversity</p> <p><b>Why This, Why Now?</b></p> <p>This is covered at the start of Y12, as we have students coming from different schools and joining Temple Moor students. These students may have had different experiences and teaching at other schools, and therefore we want to set out our expectations of the sixth form being inclusive and tolerant, and students espousing strong personal values, so that all students can integrate and form positive relationships.</p> <p><b>Assessment</b></p> <p>Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b></p>
Unit 2 - November to January	Safe and respectful sexual relationships	<p><b>Key Knowledge</b></p> <p>R6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy</p> <p>R7. to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust'</p> <p>R11. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)</p> <p>R12. to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent</p> <p>R13. how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities</p> <p>R14. to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age</p> <p>R15. to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner</p> <p>R16. how to effectively use different contraceptives, including how and where to access them</p> <p>R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)</p> <p>R18. to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly</p> <p>R9. to manage the ending of relationships safely and respectfully, including online</p> <p>H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships</p> <p>H19. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)</p> <p>H20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment</p> <p><b>Key Vocabulary</b></p> <p>Contraception</p> <p>Consent</p> <p>Assault</p> <p>Abuse</p> <p>Rape</p> <p>Risk</p> <p>STIs</p> <p>Gonorrhoea</p> <p>HIV</p> <p>Syphilis</p> <p>Chlamydia</p> <p><b>Why This, Why Now?</b></p> <p>This unit follows on from the theme of respectful relationships in Unit 1, to look at how this extends to sexual relationships. This is covered early in Year 12 as students will begin to socialise more and many embark on sexual relationships whilst in sixth form. Therefore, it is important that this is covered early on.</p> <p><b>Assessment</b></p>

		<p>Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b>  <a href="https://www.nhs.uk/conditions/contraception/">https://www.nhs.uk/conditions/contraception/</a>  <a href="https://www.nhs.uk/conditions/contraception/emergency-contraception/">https://www.nhs.uk/conditions/contraception/emergency-contraception/</a></p>
Unit 3 - January to March	Managing risk and personal safety.	<p><b>Key Knowledge</b>  R20. to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships  R21. to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk  R22. to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support  H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it  H15. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely  H21. to manage alcohol and drug use in relation to immediate and long-term health  H22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking  H23. the impact of alcohol and drug use on road safety, work-place safety, reputation and career  H24. the risks of being a passenger with an intoxicated driver and ways to manage this  H17. to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime  R23. strategies to recognise, de-escalate and exit aggressive social situations  R24. to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon  R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination</p> <p><b>Key Vocabulary</b>  Risk  'Honour' based violence  Abuse  Stalking  Harassment  Safeguarding  Intoxication  Spiking</p> <p><b>Why This, Why Now?</b>  Following on from Unit 2 about sexual relationships, this unit is important to cover in Y12 as students begin to socialise more and this will involve encountering situations where alcohol, drugs and violence may be present. As such, students need to understand how to assess and minimise risks to their safety.</p> <p><b>Assessment</b>  Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b>  <a href="https://safeline.org.uk/how-to-stay-safe-on-nights-out-at-university/">https://safeline.org.uk/how-to-stay-safe-on-nights-out-at-university/</a>  <a href="https://www.gettingiton.org.uk/staying-safe-on-a-night-out">https://www.gettingiton.org.uk/staying-safe-on-a-night-out</a></p>
Unit 4 - March to May	Digital literacy and safety	<p><b>Key Knowledge</b>  R19. to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online  L20. to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate  L21. to effectively challenge online content that adversely affects their personal or professional reputation  L22. to build and maintain a positive professional online presence, using a range of technologies  L23. how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this  L24. to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation  L25. when and how to report or access help for themselves or others in relation to extremism and radicalisation</p> <p><b>Key Vocabulary</b>  Manipulation  Coercion  Bias  Malware  Phishing  Pornography  Misinformation  Radicalisation  Extremism  Privacy  Reputational damage</p> <p><b>Why This, Why Now?</b>  Students will undoubtedly have online presences through social media. This unit follows on from Unit 1 and 3 to look at risk and online safety, as well as considering how they interact and treat others online. It also explores what their digital footprint and online presence suggests about them and how universities and prospective employers might form opinions based on this. This is pertinent ahead of work placements, university visits and UCAS applications.</p>

		<p><b><u>Assessment</u></b> Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b><u>Helpful resources</u></b></p>
Unit 5 – May to July	Employment Rights and Responsibilities	<p><b><u>Key Knowledge</u></b> L8. their rights and responsibilities as students in casual, part-time jobs, including in the ‘gig economy’ L9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols L10. to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection L11. to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation L12. the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours</p> <p><b><u>Key Vocabulary</u></b> Equality Conduct Gig economy Cyber security GDPR Trade union Responsibilities Whistleblowing</p> <p><b><u>Why This, Why Now?</u></b> This is covered now as students will be undertaking work placements in the summer term of Year 12, and will need to conduct themselves in an appropriate manner whilst doing so. Equally, many students will have gained part time employment or be planning to do so.</p> <p><b><u>Assessment</u></b> Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b><u>Helpful resources</u></b></p>

Y13	Topic	Programme of Study
Unit 6 – November until January	<b>Choices and pathways beyond sixth form</b>	<p><b>Key Knowledge</b>  H1. skills and strategies to confidently manage transitional life phases  L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills  L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities  L4. the implications of the global market for their future choices in education and employment  L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities  L6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews  L7. how to recognise career possibilities in a global economy</p> <p><b>Key Vocabulary</b>  UCAS  Admissions  Personal statement  Goals  Aspirations  Apprenticeships  Gap year  Careers</p> <p><b>Why This, Why Now?</b>  This is covered now as it ties in with the window during which students are supported in applying for University courses, or alternatives e.g. apprenticeships.</p> <p><b>Assessment</b>  Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b>  <a href="https://nationalcareers.service.gov.uk/careers-advice/career-choices-at-18">https://nationalcareers.service.gov.uk/careers-advice/career-choices-at-18</a>  <a href="https://www.ucas.com/undergraduate/what-and-where-to-study/what-can-i-do-next">https://www.ucas.com/undergraduate/what-and-where-to-study/what-can-i-do-next</a>  <a href="https://www.findyourfuture.org.uk/choices-at-18-19">https://www.findyourfuture.org.uk/choices-at-18-19</a></p>
Unit 7 -	<b>Democracy and making your voice heard</b>	<p><b>Key Knowledge</b>  Democracy and what this looks like in the UK  Electoral systems and voting  The Constitution of the UK – nature and sources  The work of the UK Parliament and its structure  Campaigning and ways to get involved</p> <p><b>Key Vocabulary</b>  Constitution  Lords  MPs  Political parties  Left, centre and right  Legislation  Monarchy  Judiciary  First past the post  Representation</p> <p><b>Why This, Why Now?</b>  This is covered now as it builds on the idea of students preparing for adult life, and therefore the need to be informed and active citizens. Many will be turning 18 around this age, and becoming eligible to vote, and therefore it is an opportune time to examine the rights and responsibilities of citizens in a democracy, and how they can begin to be heard and contribute.</p> <p><b>Assessment</b>  Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b>  <a href="https://learning.parliament.uk/en/resources/how-it-works-parliament-government-democracy-and-you-16-18-booklet/">https://learning.parliament.uk/en/resources/how-it-works-parliament-government-democracy-and-you-16-18-booklet/</a></p>
Unit 8 - January to February	Mental and emotional wellbeing	<p><b>Key Knowledge</b>  H2. to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure  H3. to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences  H4. to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety  H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours  H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing  H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support</p> <p><b>Key Vocabulary</b></p>

Y13	Topic	Programme of Study
		<p>Anxiety Depression Self-harm Compulsive Bulimia Anorexia Loneliness</p> <p><b>Why This, Why Now?</b> This unit is covered now as students will be beginning to prepare for their final examinations, and therefore will be most vulnerable to experiencing stress and anxiety. Therefore, it is important to cover this now so they can proactively manage their mental and emotional health, and spot the signs of poor mental health early so they can seek support. This is also covered now as it marks the beginning of a series of units around independent living and supporting themselves as they contemplate moving away to university for the first time.</p> <p><b>Assessment</b> Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b> <a href="https://www.nhs.uk/mental-health/children-and-young-adults/help-for-teenagers-young-adults-and-students/student-stress-self-help-tips/">https://www.nhs.uk/mental-health/children-and-young-adults/help-for-teenagers-young-adults-and-students/student-stress-self-help-tips/</a></p>
Unit 9 - February to March	Physical wellbeing and independent living	<p><b>Key Knowledge</b> H8. to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening H9. to consistently access reliable sources of information and evaluate media messages about health; and how to make informed decisions about health, including vaccination/immunisation' H10. how to register with and access health services in new locations H11. to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu' H12. how to maintain a healthy diet, especially on a budget</p> <p><b>Key Vocabulary</b> Immunisation Contraception STIs Screening Immunisation Meningitis Freshers flu</p> <p><b>Why This, Why Now?</b> This is covered now as students are approaching the run in to University (in many cases) and living independently for the first time. Therefore, they will need to consider their diet and how to prepare meals, as well as registering with new health services and managing their health away from home.</p> <p><b>Assessment</b> Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b></p>
Unit 10 - March to May	<b>Financial astuteness and independent living</b>	<p><b>Key Knowledge</b> L13. how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university) L14. to understand and manage salary deductions including taxation, national insurance and pensions L15. to evaluate savings options L16. to exercise consumer rights, including resolving disputes and accessing appropriate support L17. to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice L18. to evaluate the potential gains and risks of different debt arrangements and repayment implications L19. to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers H16. to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements</p> <p><b>Key Vocabulary</b> Student loan Contract Exchange Insurance Tenancy Budget Tax Pension APR Contract term</p>

Y13	Topic	Programme of Study
		<p><b>Why This, Why Now?</b>  This unit is covered last as it is directly preparing students for budgeting and living independently ahead of them going to University (in many cases) and moving away from home. This is knowledge which students will have to utilise in terms of finding accommodation, taking out loans and living on a tight budget. It continues the theme of earlier units in terms of preparation for independent living.</p> <p><b>Assessment</b>  Ongoing questioning and low stakes assessment, intelligently designed by teaching staff to diagnose and address group needs.</p> <p><b>Helpful resources</b>  <a href="https://www.gov.uk/government/organisations/student-loans-company">https://www.gov.uk/government/organisations/student-loans-company</a></p>