

Hayes School ACTIVE and ACTIVE+ Curriculum Overview

Year Group	Curriculum sub-category	Lesson	Learning objective
7 ACTIVE	Transition to secondary school	Starting in secondary school	To learn about transition to secondary school and adapting to new environments.
7 ACTIVE	Transition to secondary school	Becoming independent at school	To explore ways to become more independent at school in a successful way.
7 ACTIVE	Transition to secondary school	Becoming independent outside of school	To explore ways to become more independent outside of school in a safe way.
7 ACTIVE	Making healthy choices	Making healthy choices - personal hygiene	To learn how to make healthy and informed decisions about maintaining hygiene and dental health
7 ACTIVE	Personal safety and first aid	Introduction to First Aid	To understand how and when to contact the emergency services and what to do until they arrive.
7 ACTIVE	Personal safety and first aid	Introduction to Fire Safety	To know what steps to take in the event of a fire
7 ACTIVE	Personal safety and first aid	Personal safety in everyday life	To understand personal safety in increasingly independent contexts, including navigating traffic and dangerous situations.
7 ACTIVE	Making healthy choices	Making healthy choices - eating and sleep	To learn how to have a balanced diet and quality sleep.
7 ACTIVE	Making choices with friends and online	Evaluating influences	To learn how to manage external influences and be responsible for our own decisions
7 ACTIVE	Body image	Body Image and self care	To learn about different influences on body image and how we can practice self care.
7 ACTIVE	Puberty	Bodily Changes Through Puberty	To understand how our bodies and emotions change during puberty.
7 ACTIVE	Knowing your body	Knowing Your Body - reproductive systems	To learn how to identify the body parts related to sexual reproduction and understand their function.
7 ACTIVE	Knowing your body	Developing sexuality	To understand what happens to our bodies during sexual arousal and how this links to puberty

7 ACTIVE	Dental Health	Maintaining dental health*	
7 ACTIVE	Sleep	Healthier sleep habits	
7 ACTIVE	Online Safety/awareness	Exploring Cybercrime 1*	
7 ACTIVE	Online Safety/awareness	Exploring Cybercrime 2*	
7 ACTIVE	Online Safety/awareness	What is AI?*	
7ACTIVE+	Transition to secondary school	Making new friends	To learn about embracing differences and supporting others
7ACTIVE+	Transition to secondary school	Respectful behaviours	To learn how to treat others with respect and kindness.
7ACTIVE+	Transition to secondary school	Healthy phone use and communication online	To learn to communicate and use phones in a healthy and kind manner.
7ACTIVE+	Exploring identities and similarities	Exploring Identities and similarities	To learn about identity and how people express their personal identity.
7ACTIVE+	Exploring identities and differences	Exploring identities and differences	To develop an awareness of stereotyping, prejudice and discrimination and ways to challenge
7ACTIVE+	Appreciating Diversity	What is a community?	To learn about how belonging to a community contributes to your well-being.
7ACTIVE+	Identifying and challenging bullying	Identifying and understanding bullying	To learn about how to identify and understand bullying to support yourself and others
7ACTIVE+	Identifying and challenging bullying	Challenging bullying - the bystander effect	To learn about how to challenge bullying and avoid the bystander effect
7ACTIVE+	Enjoying our time online	The opportunities of the internet	To learn about the positive aspects of social media and the online space.
7ACTIVE+	Aspiration and money	Ambitions and goals	Knowledge Being open to opportunities and having goals helps us to be successful.

7ACTIVE+	Aspiration and money	Developing our strengths and interests	Knowledge All of our brains work differently, giving us a variety of talents and values.
7ACTIVE+	Aspiration and money	Taking control of our learning	Knowledge We can get better at anything, if we find a way to learn about it that suits us.
7ACTIVE+	Body image	Body Image and self care	To learn about different influences on body image and how we can practice self care.
7ACTIVE+	Dental Health	Maintaining dental health*	
7ACTIVE+	Sleep	Healthier sleep habits	
8 ACTIVE	Family relationships	Introduction to relationships	To understand what makes up a healthy relationship and how you can build trust
8 ACTIVE	Family relationships	Introduction to family relationships	To understand what it means to be “family” and to learn about the diversity present in families within society.
8 ACTIVE	Family relationships	Maintaining healthy family relationships	To understand how and why conflict arises between family members and to develop strategies for navigating such conflicts.
8 ACTIVE	Relationships Healthy and Unhealthy Relationships	Healthy friendships	To understand what constitutes a healthy friendship and develop strategies for resolving conflict.
8 ACTIVE	Healthy and Unhealthy Relationships	Romantic relationships	To understand that romantic relationships are different dependent on the individual.
8 ACTIVE	Money and Aspirations	Budgeting for teenagers	Knowledge We need to be smart with money to get the things we want the most.
8 ACTIVE	Money and Aspirations	Keeping our money safe: avoiding scams and manipulation	Knowledge People will try to manipulate us in legal and illegal ways in order to get money from us.
8 ACTIVE	Money and Aspirations	Preparing for the world of work	Knowledge To succeed at work, we need certain skills, including people skills and a healthy attitude.

8 ACTIVE	Online safety/awareness	Revealing reality 1*	
8 ACTIVE	Online safety/awareness	Revealing reality 2*	
8 ACTIVE	Online safety/awareness	Not just flirting (nude image sharing)*	
8 ACTIVE	Privacy and consent Moved from year 7	Privacy and Consent	To understand consent, boundaries and privacy and apply this to real-life scenarios.
8 ACTIVE	Intimate relationships	Physical intimacy	To learn strategies for understanding readiness for physical intimacy and develop a sense of sexual boundaries
8 ACTIVE	Boundaries and consent including sexting	Unhealthy relationships, boundaries and consent	To identify whether behaviours in relationships are unhealthy and to develop strategies for communicating boundaries and consent.
8 ACTIVE	Boundaries and consent including sexting	Relationships and intimacy online	To understand the benefits and risks of using online methods of communication within a relationship.
8 ACTIVE	Contraception	Introduction to contraception	To understand the responsibilities surrounding contraception and how to effectively use contraception when having intercourse.
8ACTIVE+	Knowing your rights	Know your rights	To understand the importance of human rights and how they are applied to children
8ACTIVE+	Online wellbeing	Online wellbeing - Fake news and echo chambers	To understand how to identify unreliable media sources and the risks involved in echo chambers
8ACTIVE+	Online wellbeing	Online wellbeing - Online safety, grooming and self-esteem	LO: To understand how to protect yourself against unwanted online content and grooming
8ACTIVE+	Media influence on body image	Media influence on body image	To understand the influence of the media on body image and learn healthy coping strategies
8ACTIVE+	Link between physical health and mental wellbeing	Wellbeing - physical and mental wellbeing	To understand the link between physical and mental health and strategies to improve both
8ACTIVE+	Attitudes to mental health	Attitudes to mental health - Recognising and dealing with emotions	To learn about how to manage our own mental health

8ACTIVE+	Alcohol and drug misuse	Alcohol and smoking/vaping	To understand the risks of alcohol, cigarettes and vapes and the UK laws surrounding them
8ACTIVE+	Alcohol and drug misuse	Drug (mis)use	To understand the risks of drugs, the UK laws surrounding them and how to develop a healthy relationships with substances
8ACTIVE+	Media influence on body image	Media influence - Influencers, gender and pornography	To understand the influence of the media in values, attitudes and behaviour
8ACTIVE+	Online Safety/awareness	CyberFirst 1 Protecting personal info online*	
8ACTIVE+	Online Safety/awareness	Cyber first 2 managing devices and accounts*	
8ACTIVE+	Online Safety/awareness	CyberFirst 3 IDing scams and sources of support*	
8ACTIVE+	Exploring identities and belonging	Peer pressure, exploitation and knife crime	To understand the influence that peer pressure can have on an individual's behaviour.
8ACTIVE+	Exploring identities critically	Forms of discrimination and allyship	To learn about different forms of discrimination and how to become an ally
8ACTIVE+	Appreciating Diversity	Discrimination and prejudice	To understand what discrimination is and how we can support those who experience it
8ACTIVE+	Appreciating Diversity	Understanding racism	To learn about the history of racism and how it impacts the present
8ACTIVE+	Appreciating Diversity	Anti-Racism	To learn about systemic racism and how to begin to challenge it through activism.
9 ACTIVE	Transition to Key Stage 4	Dealing with change in life	To learn how to manage changes and loss in life and to support others
9 ACTIVE	Transition to Key Stage 4	Basics of mental health	To learn about common mental health concerns and how to identify them

9 ACTIVE	Transition to Key Stage 4	Managing mental health including self-harm	To understand what self-harm is and how we can manage our mental health in healthier ways
9 ACTIVE	Personal safety and first aid	Personal safety - Drugs and drug related emergencies	To understand the risks behind drugs and how to deal with emergencies related to drugs.
9 ACTIVE	Personal safety and first aid	Personal safety - Alcohol and alcohol related emergencies	To understand the risks behind alcohol and how to deal with emergencies related to this.
9 ACTIVE	Personal safety and first aid	Online safety- scams and gambling	To understand the risks of gambling and online fraud and know how to access support for both
9 ACTIVE	Cultivating a positive relationship with body	Cultivating a positive relationship with your body	To understand the link between sleep and mood and develop strategies to support both.
9 ACTIVE	Body image	Body Image 1 - Depictions of relationships and sexuality	To understand how body image, relationships and sexuality are portrayed in the media
9 ACTIVE	Puberty and hormones	Body changes through puberty	To understand the changes we go through during puberty
9 ACTIVE	Developing sexuality and readiness for sex	Developing sexuality and readiness for sex	To understand the difference between sexuality and sexual desire and how this can change over time
9 ACTIVE	Developing sexuality and readiness for sex	Contraceptive Methods	To learn about a range of contraceptive methods and be confident about discussing them
9 ACTIVE	Privacy and consent	Consent - Part 1	To understand what consent is, the law around consent and how to be confident in gaining consent.
9 ACTIVE	Privacy and consent	Consent - Part 2	To understand myths and misconceptions around consent and know how to give consent confidently.
9 ACTIVE	Sexual health and STIs	Sexual Health and STIs	To know what STIs are including the symptoms, how they are transmitted and how you can protect against them
9 ACTIVE	The power of the internet	Using the internet to improve the world.	To recall examples of people who have used the internet to create positive movements for change, at the local and international level.

9 ACTIVE	The power of the internet	Resisting online influence	To learn strategies to avoid being exploited online, by manipulation and misinformation.
10 ACTIVE	Conversations about mental health	Conversations about mental health	to examine attitudes to mental health and learn how to support others and ourselves
10 ACTIVE	Wellbeing Mental wellbeing	Balancing the pressures of modern life	To learn how to decide which things in their lives to prioritise.
10 ACTIVE	Alcohol and drug misuse	How to stop smoking and vaping	To understand the harms around smoking and vaping and identify ways to avoid addiction to nicotine.
10 ACTIVE	Online relationships and social media	Healthy online relationships	To learn how to have positive and safe online relationships.
10 ACTIVE	Online relationships and social media	Sexual behaviour online	To learn about healthy and unhealthy sexual online behaviour, including the role of bystanders and online and offline cultures.
10 ACTIVE	Alcohol and drug misuse	Sharing content, protecting reputations	To learn that sharing content online can create opportunities as well as risks and that their online reputation could significantly impact their chances of success.
10 ACTIVE	Online relationships and social media	The influence of social media	To learn about the influence of social media on our opinions.
10 ACTIVE	Online relationships and social media	How our data is shared and used to target us	To learn how data is collected and what power we have to control this,
10 ACTIVE	Personal safety and first aid	First Aid - CPR, AEDs, wounds and choking	To learn crucial emergency first aid skills and to understand how to assess situations to determine if they are emergencies and how to contact the appropriate services.
10 ACTIVE	Healthy family functioning	Family relationships and value conflicts	To understand where family conflict can arise and how compromise can play an integral role in resolution.
10 ACTIVE	Respectful Relationships	Communication and vulnerability in relationships	To understand the importance of effective communication of expectation and vulnerability within a relationship.
10 ACTIVE	Abusive relationships	Abusive relationships	To understand what constitutes abuse within a relationship and how to notice the signs that someone is being abused.

10 ACTIVE	Abusive relationships	Sexual Violence	To understand what constitutes sexual violence and the impact it can have on victims.
10 ACTIVE	Abusive relationships	Sexual Violence - Gender Stereotypes	To understand the role that gender stereotypes play in sexual violence.
10 ACTIVE	Making sexual choices and pregnancy	Expectations around sex and intimacy	To identify expectations around sex and respond healthily to the cultural and interpersonal pressures connected to physical intimacy.
10 ACTIVE	Making sexual choices and pregnancy	Understanding intimacy: respect, consent, and emotional wellbeing	To understand that sex should always be pleasurable and enjoyable for everyone involved.
11 ACTIVE	Transition to more responsibility	Adulthood, self worth and celebrating successes	Understand the challenges and opportunities that come with transitioning to adulthood, and to develop strategies for building self-worth through reflection and reframing experiences.
11 ACTIVE	Connecting with body and emotions mindfully	Connecting with yourself mindfully - Stress	To understand the nature, causes, and effects of stress, and to explore effective stress management strategies, including the role of social media and sleep habits.
11 ACTIVE	Connecting with body and emotions mindfully	Connecting with yourself mindfully - Self-Concept and motivation	To empower Year 11 students with the knowledge and skills to cultivate a healthy self-concept and enhance self-efficacy through motivation, perseverance, and resilience.
11 ACTIVE	Body Image in media	Body image in media - pornography	To evaluate societal beauty standards, recognize the risks associated with altering one's appearance, identify body image-related disorders
11 ACTIVE	Body Image dangers	Body Image Dangers	To evaluate societal beauty standards, recognize the risks associated with altering one's appearance, identify body image-related disorders
11 ACTIVE	Consent	The importance of safety and pleasure during sex	To learn how to have safe and pleasurable sex in all contexts.
11 ACTIVE	Sexual health and STIs	Sexual Health: STIs and symptoms	To learn about STI symptoms and how we can protect against them
11 ACTIVE	Sexual health and STIs	Sexual Health: STIs, testing and protection	To understand how to get tested and protect against STIs

Lesson overviews

Year 7

Curriculum sub-category	Lesson title + link	Lesson length	Key terms featured in the lesson	Learning objective	Learning Outcomes	Discussion questions	Parent withdrawal
Transition to secondary school	Starting in secondary school	1 hour	Community Emotional regulation	To learn about transition to secondary school and adapting to new environments.	Students will be able to: - consider the differences between primary and secondary - manage the challenges of moving to a new school - know where to go in the school for support - identify, express and manage their emotions in a healthy way	What excites you about starting secondary school? What are you not sure about? What worries you about it? What are emotions? How can we control or regulate our emotions? Why is it important to tell others how we are feeling?	No
Transition to secondary school	Becoming independent at school	1 hour	Independence Routines Self-discipline	To explore ways to become more independent at school in a successful way.	Students will be able to: Explore the ways in which they may become more independent at school Critically think about the positive and the more challenging aspects of increased independence Recognise the importance of taking responsibility for oneself as a part of increased independence.	What are things about having more independence at school that you look forward to? What are things about having more independence at school that worry you? What are the benefits of having good routines? What are the benefits of having self-discipline?	No

					This includes creating routines and practicing self-discipline. Understand that even though they become more independent, this does not mean that they need to deal with difficult situations alone, or that they can't ask for help. It's important to continue to communicate with trusted adults about things that are going on.		
Transition to secondary school	Becoming independent outside of school	1 hour	Independence Peer Pressure	To explore ways to become more independent outside of school in a safe way.	Students will be able to: Explore the ways in which they may become more independent at home and more generally outside of school. Critically think about the positive and the more challenging aspects of increased independence Recognise the importance of taking responsibility for oneself as a part of increased independence. This includes taking steps to ensure one's own safety. Understand that even though they become more independent, this does not mean that they need to deal with difficult situations	What kind of feelings do you think your parents/carers have about giving you more independence? What can you do to make sure your parents/carers can trust that you are able to handle independence? What can be the risks in being out and about or online without an adult watching you? What are things you can do to stay safe while you're outside or online without supervision? How can you speak up if you feel pressured into an unsafe situation, for example by a friend? Who can you tell about it if you	No

					alone, or that they can't ask for help. It's important to continue to communicate with trusted adults about things that are going on.	have/had an experience that felt unsafe or uncomfortable?	
Making healthy choices	Making healthy choices - personal hygiene	1 hour	Personal Hygiene	To learn how to make healthy and informed decisions about maintaining hygiene and dental health	Students will be able to: understand what hygiene means and how to have good personal hygiene be clear on routines should be left to personal choice consider their hygiene routines and reflect on how often they do each routine explain what good oral hygiene looks like and how to achieve it	Why is personal hygiene important? What can happen if we don't take care of our bodies? What happens if we don't take care of our teeth? How can building healthy habits early on help us later in life?	No

Personal safety and first aid	Introduction to First Aid	1 hour	First Aid	To understand how and when to contact the emergency services and what to do until they arrive.	Students will be able to: know how to assess when to contact emergency services know how to approach a casualty and react in an emergency practise the recovery/safer airway position	When might you need to use first aid? Can you name some situations when you would need first aid? Why is it important to know basic first aid skills? How can you contact emergency services? What are examples of situations in which to call emergency services? Why is it important to call emergency services and shout for help, rather than just trying to deal with the situation yourself? What does DR ABC stand for? When and why should someone be put into the safer airway/recovery position?	No
Personal safety and first aid	Introduction to Fire Safety	1 hour	Fire safety	To know what steps to take in the event of a fire	Students will be able to: know how to assess when to contact emergency services know what to do if there is a fire understand why fire drills are important start thinking about fire safety at home	What is the first thing you do if there is a fire? Who is the most important person in any fire situation? What should you do if you find yourself in a situation with lots of smoke?	No

Personal safety and first aid	Personal safety in everyday life	1 hour	De-escalate	To understand personal safety in increasingly independent contexts, including navigating traffic and dangerous situations.	Students will be able to: Understand how to spot danger and how to navigate a dangerous situation Know how to stay safe in traffic and whilst getting about Understand de escalation techniques they could use in dangerous situations	What do you do to stay safe on a daily basis as you travel and go about your day and evening? What is different about travelling at night versus in the daytime? Do you think travelling alone is safer for some people than for others? Why/why not? How can you know whether a situation is dangerous or not? Would you have reacted in the same way as the young people in the video? If you're faced with a conflict, what are ways to make sure that the situation does not get violent? Can you think of other examples of unsafe situations that can happen in everyday life? How would you react?	No
Making healthy choices	Making healthy choices - eating and sleep	1 hour	Diet Eating disorder Eating problem	To learn how to have a balanced diet and quality sleep.	Students will be able to: understand about influences on diet and exercise choices understand what makes up a healthy diet recall the importance of sleep and maintaining healthy sleep habits	Do you agree with Praise's definition of a healthy diet? Why/why not? Which foods give you energy? Which foods make you feel tired? What is an example of healthy snack? Why is sleep so important? What happens if you don't get enough	No

						sleep? What are some things that you can do to help you sleep?	
Making choices with friends and online	Evaluating influences	1 hour	Passive behaviour Aggressive behaviour Assertive behaviour	To learn how to manage external influences and be responsible for our own decisions	Students will be able to: know how to distinguish between healthy and unhealthy friendships compare how friends can influence one another positively and negatively know how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively understand that there are many factors that influence people's decisions about behaviour, some of which are out of their control	What can we do if we feel like our friends are having a negative influence on us? How can we know what is right for ourselves in a situation without relying solely on others' opinions? What are positive and negative aspects if people have fixed roles within a friendship group? How may someone's role in a friendship group impact whether they get influenced by others? What are the factors that influence the way we make a decision? E.g where to go on holiday, what shoes to buy? What GCSE options we take? What sports we play? In what kind of situations can assertive behaviour be helpful? Why could it be hard for someone to be	No

						assertive towards their friends? What is your advice for someone who'd like to be more assertive towards others?	
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Body image	Body Image and self care	1 hour	Self Care Body Image Beauty standards	To learn about different influences on body image and how we can practice self care.	Students will be able to: show acceptance of a variety of physical appearances acknowledge that physical appearance does not determine a person's worth as a human being know how to manage influences on body satisfaction, e.g. media explore ways to develop self confidence and feelings of self worth	What parts of their body did the people on the video not like about themselves? Why do you think this is? What or who made them feel better about themselves? What advice do they give? Who or what influences how good we feel about ourselves? What about social media - is that a big influence? Think about how you found that activity. Was it easy or hard? Do you find it easier to compliment other people rather than yourself? Why do you think that is? Do you think it is okay that the media changes images this much? What is self care? How are self care and body image connected?	No
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Puberty	Bodily Changes Through Puberty	1 hour	Puberty Sex Gender Intersex Non-binary Transgender	To understand how our bodies and emotions change during puberty.	Students will be able to: acknowledge that physical, emotional, social and cognitive changes are a normal part of adolescence consider the impact of puberty on emotional wellbeing and self concept compare the similarities and differences between girls and boys recognise puberty may be particularly challenging for some children	Were there any puberty changes that surprised you or that you had forgotten about? How could puberty be different for different people? Puberty means different things for different people. We tend to compare ourselves with others. Why might this be a problem during puberty? What were some of the difficulties the people in the video faced? Did they give any advice? Do you think there are some young people who would find puberty more difficult than others? Any groups in particular, e.g. thinking about gender or neurodiversity? How do you feel about puberty? Are you OK with it or worried about certain aspects?	Yes
Knowing your body	Knowing Your Body - reproductive systems	1 hour	Reproductive organs Terminology Intersex Gender binary	To learn how to identify the body parts related to sexual reproduction and understand	Students will be able to: describe the body parts involved with sexual health and reproduction describe the functions of the parts involved in the reproductive system acknowledge that it is normal to be curious and	Why could be useful to use the correct terminology? Were there any body parts that you didn't know about? When do you think you should visit a doctor?	Yes

			Transgender	d their function.	have questions about their bodies and sexual functions acknowledge that everyone's body is unique and that variations exist in size, shape, functioning and characteristics	Is it OK to be curious about your body? Who could you ask if you have questions?	
Knowing your body	Developing sexuality	1 hour	Wet dreams Erection Sexuality Arousal Puberty Vaginal discharge	To understand what happens to our bodies during sexual arousal and how this links to puberty	Students will be able to: describe sexual arousal and what might happen during it consider how puberty helps us to recognise whether we experience sexual attraction and who that might be acknowledge that having erections, wet dreams or other sexual responses are a normal part of puberty explain that during puberty boys and girls become more aware of their responses to sexual attraction and stimulation describe asexuality, abstinence and celibacy	How can changes in puberty help you to understand your sexuality? How and why might that change over time? Do all people have sexual feelings? Why might someone not experience sexual feelings? Why might people choose not to engage in sexual activities? What is happening in our bodies when we experience a wet dream? Why is it important to understand that these experiences are normal?	Yes

Dental Health	Maintaining dental health *		To learn about dental health, including the importance of oral hygiene and how to access NHS services.				No
Sleep	Healthier sleep habits		To learn about healthier sleep habits.				No
Online Safety/awareness	Exploring Cybercrime 1*	cybercrime	To learn about the causes of cybercrime				No
Online Safety/awareness	Exploring Cybercrime 2*	Computer Misuse Act	To learn about the effects of cybercrime				No

Online Safety/awareness	What is AI?*	AI	To learn about what artificial intelligence (AI) is and how it is used in our daily lives.				No
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Year 7 ACTIVE+

Curriculum sub-category	Lesson title + link	Lesson length	Key terms featured in the lesson	Learning objective	Learning Outcomes	Discussion questions	Parent withdrawal
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Transiti on to second ary school	Making new friends	1 hou r	Introvert ed Extrovert ed Neurodi versity Neurodi vergent	To learn about embracing differences and supporting others	Students will be able to: understand how to make new friends and understand our differences understand that people's brains function differently which leads to differences in behaviour	What did you learn and find interesting to hear about how neurodivergence affects friendships and how people behave? What could someone do to make it easier for neurodivergent children to be themselves?	No
Transiti on to second ary school	Respectf ul behaviou rs	1 hou r	Bias Respect	To learn how to treat others with respect and kindness.	Students will be able to: Understand why it is important to treat others with respect Identify respectful and disrespectful behaviours, including actions, and (body) language Recognise the need to treat also those with respect that are different from you or that are not your friends	Why do you think some people act in disrespectful ways? How can someone benefit themselves from behaving respectfully towards others? Consider friendships, school, career...	No

Transition to secondary school	Healthy phone use and communication online	1 hour	Boundaries Online bullying	To learn to communicate and use phones in a healthy and kind manner.	Students will be able to: Understand the importance of communicating online in a kind way. Consider the advantages and disadvantages of online communication. Distinguish between healthy and unhealthy phone use. Set boundaries around online communication and phone use, and accept others' boundaries. Be active bystanders when witnessing mean or inappropriate behaviours online.	What are the positives and negatives of communicating online compared to in person? Your friends might have different expectations about how much and how quickly to message - how can you make sure you're on the same page? What else can friends do to connect apart from messaging online? Jenna mentions reporting comments online. What else can you do if you see bullying online, for example in a group chat? How can we use group chats in a kind and responsible way?	No
Exploring identities and similarities	Exploring Identities and similarities	1 hour	Values Self-awareness Identity Qualities	To learn about identity and how people express their personal identity.	Students will be able to: - identity factors that can contribute to somebody's identity - gain self awareness through exploring their personal identity and identifying core values - share parts of their identity with another person in order to establish a relationship, including online e.g. background, hobbies, likes/dislikes - explore ways to safely communicate identity online	What are values? What does "identity" mean? What can lead to someone's values and identity changing? Why is it important to have self-awareness? How can you find out whether someone's values or identity is similar to yours? Is it something you can see immediately? Give an example of a situation in which you have expressed your values.	No

						What kind of qualities do you want to see in yourself?	
Exploring identities and differences	Exploring identities and differences	1 hour	Stereotype Discrimination Prejudice Sexual orientation	To develop an awareness of stereotyping, prejudice and discrimination and ways to challenge	Students will be able to: - describe how gender, race, religion, disability and sexual orientation can shape their identity and their core values - gain an awareness of stereotyping, prejudice and discrimination - explore ways to challenge stereotypes, prejudice and discrimination	What are stereotypes? Do you make assumptions about others when you see them? What is problematic about making assumptions based on stereotypes? How would you challenge someone if they made a judgement of you or someone else based on a stereotype? What are ways to stand up for yourself and others if you feel they are being treated unfairly? What are some ways you can react if you have said something that someone else found offensive?	No

Appreciating Diversity	What is a community?	1 hour	Community Diversity Society Well-being	To learn about how belonging to a community contributes to your well-being.	Students will be able to: - Identify what communities they are part of and how the feeling of belonging contributes to wellbeing - explain how to demonstrate respect in the school community - develop an appreciation for diversity in communities and society as a whole - learn how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others, including online	Why can feeling part of a community be important to us? Who is in our school community? What are our responsibilities for others in your school community? What does Praise do to help people feel more comfortable? Bradley says you need to look out/look after people. How can we do this? How can we make sure that different people feel included in the school community?	No
Identifying and challenging bullying	Identifying and understanding bullying	1 hour	Banter Bullying Harassment Disrespectful Compassion	To learn about how to identify and understand bullying to support yourself and others	Students will be able to: describe why harassing or bullying others is hurtful and disrespectful develop compassion and the ability to empathise with peers including recognising loneliness and isolation, and strategies to include others recognise all kinds of bullying including the difference between banter and bullying	What other examples can you give of bullying or ‘banter’ that you have seen or experienced in school? What are some of the underlying reasons for someone bullying someone else? Have your views on bullies changed? Do you think it’s as important to support bullies as well as victims of bullying? How can we support bullies?	No

Identifying and challenging bullying	Challenging bullying - the bystander effect	1 hour	Bystander Active bystander	To learn about how to challenge bullying and avoid the bystander effect	Students will be able to: describe why harassing or bullying others is hurtful and disrespectful develop compassion and the ability to empathise with peers including recognising loneliness and isolation, and strategies to include others recognise all kinds of bullying including the difference between banter and bullying practice strategies for challenging bullying, including online know how and where to communicate concerns about friendships and bullying, including online	If you realised that you were someone causing harm to another, how would you make it right? How can classmates support a person who is being bullied? If you witness bullying, would you be more likely to act if you are the only person seeing it, or if there is a big group of people? Why? Why does the bystander effect occur? What can be the consequences if the bystander effect happens? How can we keep it from happening?	No
Enjoying our time online	The opportunities of the internet	1 hour	online social media role model cyberbullying	To learn about the positive aspects of social media and the online space.	Students will be able to: Use social media positively, to form stronger and healthier relationships with the people around them. Identify that content is not always suitable for all ages and the reasons why.	How can you have a healthy relationship with social media? Does the internet have more benefits or more challenges for young people? Would you prefer it if you spent more or less time online than you do now?	No

Aspiration and money	Ambitions and goals	1 hour	ambition career success goals	Knowledge Being open to opportunities and having goals helps us to be successful.	Life Lesson I have ambitious goals for my life, in terms of education, jobs, relationships and interests.	How do you feel about the future? Some people prioritise a career in what fulfils them, some people may prioritise a high salary. Why might this be? What do you think motivated these people's decision?	No
Aspiration and money	Developing our strengths and interests	1 hour	skill environment motivation passion	Knowledge All of our brains work differently, giving us a variety of talents and values.	Life Lesson I can develop my strengths and understand how my brain works. I can work well as part of a team by sharing my skills and understanding how others can help me.	In the video Nelisiwe Sibanda explained how she struggled to embrace her differences. What would you say to someone younger than you who was feeling the same? What situations help your brain work more effectively? Which of these roles would you most be suited to? What skills would you bring?	No
Aspiration and money	Taking control of our learning	1 hour	talent resilience learning failure	Knowledge We can get better at anything, if we find a way to learn about it that suits us.	Life Lesson I can drive my learning in an area that I am interested in, especially when it is hard and I need more information and help.	You can only enjoy doing something you are talented in. How much do you agree with this statement? Why is it important to keep learning? Why do you think we need resilience when it comes to finding our talent? Does asking for help mean we aren't talented at something?	No

Body image	Body Image and self care	1 hour	Self Care Body Image Beauty standards	To learn about different influences on body image and how we can practice self care.	Students will be able to: show acceptance of a variety of physical appearances acknowledge that physical appearance does not determine a person's worth as a human being know how to manage influences on body satisfaction, e.g. media explore ways to develop self confidence and feelings of self worth	What parts of their body did the people on the video not like about themselves? Why do you think this is? What or who made them feel better about themselves? What advice do they give? Who or what influences how good we feel about ourselves? What about social media - is that a big influence? Think about how you found that activity. Was it easy or hard? Do you find it easier to compliment other people rather than yourself? Why do you think that is? Do you think it is okay that the media changes images this much? What is self care? How are self care and body image connected?	No
Dental Health	Maintaining dental health*		To learn about dental health, including the importance of oral hygiene				No

			and how to access NHS services.				
Sleep	Healthier sleep habits		To learn about healthier sleep habits.				No

Year 8

Curriculum sub-category	Lesson title + link	Lesson length	Key terms featured in the lesson	Learning objective	Learning Outcomes	Discussion questions	Parent withdrawal
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Family relationships	Introduction to relationships	1 hour	Relationship Characteristic	To understand what makes up a healthy relationship and how you can build trust	Students will be able to: - describe what relationships are - reflect on and recognise the importance of different forms of relationships - reflect on important relationships in their own lives - understand characteristics of healthy relationships and the importance of trust	What are the main three categories of relationships people talk about in the video? Can you think of relationships and connections you have with people that do not fall into these categories? Amy talks about relationships with people she has not met in real life yet. What differences do you see between real-life friendships and friendships online? Luke and Amy talk about boundaries. Why are these important in a healthy relationship? Can a relationship be healthy if only one person feels good about it, but the other one does not? What can you do in this situation? Shalom talks about understanding what makes people feel loved and understood. Can you think of three different ways people might feel loved? Why is trust important in relationships? Could you have a healthy relationship without trust? How do you decide yourself whether or not to trust someone in real life and online?	No
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Family relationships	Introduction to family relationships	1 hour	Values, Gender Roles	To understand what it means to be “family” and to learn about the diversity present in families within society.	Students will be able to: Learn about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering. Understand that families have different values and perspectives on issues such as gender roles, culture and religion that influence parenting. Reflect on the ways in which their own family has influenced their views and	Josh says the unconditional love in a family can be both good and bad. In what ways is it good? In what ways can it be bad? Lewis describes how his friends have become like his family. Do you agree that friends can become family? What are the differences between friends and family to you? Should parents/carers support their children’s decisions, even if these go against their own culture or values? Do you think it is a good thing to be influenced by your family when making	No

					decisions in this regard. Identify in which ways families can support gender equality through distributing responsibilities and rights.	your decisions? Do you think family members should have the same or different roles, rights and responsibilities in a family? Why/why not? What are ways to make sure that there is gender equality within a family?	
Family relationships	Maintaining healthy family relationships	1 hour	Empathy, Conflict	To understand how and why conflict arises between family members and to develop strategies for navigating such conflicts.	Students will be able to: Reflect on what it means to be a good parent/carer. Learn how to manage conflict within the family when it arises. Understand possible strategies when someone does not have a good relationship with their family and ways to get support, incl. in case of homelessness.	Do you agree with what was said in the video? What other qualities does a good parent/carer need in your eyes? Mia explained that her parents are strict sometimes. In what situations do you think parents should be strict? When should they allow more freedom? What can a child do to have a positive relationship with their parents/carers? Bailey talks about how something that could have been a calm conversation turned into an argument with his dad. How can you respectfully disagree with a family member and make sure a discussion does not turn into a fight? Why is it important to talk it out if you have a conflict with someone? Are there situations in which talking cannot solve a conflict? What can you do in this situation?	No

						Mia says in her family, saying sorry is not enough. What are your thoughts? Do actions speak louder than words?	
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Relationships Healthy and Unhealthy Relationships	Healthy friendships	1 hour	Boundaries, Friends	To understand what constitutes a healthy friendship and develop strategies for resolving conflict.	Students will be able to: Learn about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering. Understand that families have different values and perspectives on issues such as gender roles, culture and religion that influence parenting. Reflect on the ways in which their own family has influenced their views and decisions in this regard. Identify in which ways families can support gender equality through distributing responsibilities and rights.	What is the difference to you between a friend and an acquaintance/someone you know? Some of the young people talked about “being there” for your friends. What does this mean to you? Where do you need to set boundaries? Do you think friends have to be similar in terms of personality and interests? What can be good about being friends with someone who is different from you? Think about depictions of friendship groups in media. What do you find is a good representation of a healthy friendship group? What isn’t? Why? Joy talks about people in her friendship groups standing up for each other. What are ways in which you can stand up for your friends? Amy says that in a healthy friendship group, everyone should invite everybody to activities. Do you think friendship groups need to do everything together?	No
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Healthy and Unhealthy Relationships	Romantic relationships	1 hour	Romantic relationships Physical intimacy Affection Aromantic	To understand that romantic relationships are different dependent on the individual.	Students will be able to: Understand what a romantic relationship is and that it can come in different forms and shapes. Understand that skills are needed for having healthy romantic relationships. These can and need to be learned and improved on. Evaluate expectations for romantic relationships and reflect on media representations. Recognize that there are many ways to express friendship and love to another person Learn about good and bad ways you can let someone else know you are romantically interested.	Can you be in a romantic relationship without being physically intimate? What would make this relationship different from a friendship? In a romantic relationship, do you need to be friends as well? Do all people want to be in romantic relationships?	No
Aspiration and money	Budgeting for teenagers	1 hour	loan debt interest debit card	Knowledge We need to be smart with money to get the things we want the most.	Life Lesson I can prioritise how I spend my money wisely, so I get the most out of it.	Do you know how much money is spent on you each month? What was the last item that you bought?	No

Aspiration and money	Keeping our money safe: avoiding scams and manipulation	1 hour	advertisement scam	Knowledge People will try to manipulate us in legal and illegal ways in order to get money from us.	Life Lesson I can identify when I'm being manipulated and scammed out of money.	How do shops manipulate you into spending more money? Reflect on a time when you have bought something. Were you influenced by advertising?	No
Aspiration and money	Preparing for the world of work	1 hour	skill job barrier behave	Knowledge To succeed at work, we need certain skills, including people skills and a healthy attitude.	Life Lessons I have the skills I need to succeed at work.	How do you think we should behave at work? Why do you think it's important that people know if something is an advert?	No
Online safety/awareness	Revealing reality 1*	social media influence	To learn how social media can be used to influence behaviour and who benefits				No

			from this.				
Online safety/awareness	Revealing reality 2*	Algorithm	To learn how social media use can impact someone's interests, wellbeing, and worldview, and how to manage this.				No

Online safety/awareness	Not just flirting (nude image sharing)*	Privacy Consent	To learn about the feelings associated with sending and receiving nude images and how to manage pressure to send or pass on a nude image				No
Privacy and consent	Privacy and Consent	1 hour	Personal boundaries Privacy Consent Human rights	To understand consent, boundaries and privacy and apply this to real-life scenarios.	Students will be able to: develop an understanding of consent, boundaries and privacy understand that everyone has a right to privacy and bodily autonomy apply this to real-life situations online and offline describe the relationship between personal boundaries and human rights define unwanted sexual attention	Turn to the person next to you and tell them what consent means. What is the relationship between consent and boundaries? Why is establishing consent important? Do friends/family members have to ask each other for consent? What is privacy? Why and in what situations is privacy important?	No

					recognize that unwanted sexual attention towards both boys and girls is a violation of privacy and the right to decide about one's own body communicate assertively to maintain privacy and counter unwanted sexual attention	What is the relationship between privacy and boundaries, and between privacy and consent?	
Intimate relationships	Physical intimacy	1 hour	Physical intimacy Sexuality	To learn strategies for understanding readiness for physical intimacy and develop a sense of sexual boundaries	Students will be able to: Understand that sexuality involves emotional and physical attraction to others. Describe ways that human beings feel pleasure from physical contact (e.g. kissing, touching, caressing, sexual contact) throughout their life. Developing a clear sense of sexual boundaries. Learn about strategies to assess readiness for intimacy and manage pressure in relationships.	Why is it important to tell someone if you do not feel ready to be physically intimate? Why can it be hard? What is a good way to react if your partner tells you they do not feel ready to do something? What can you do if your partner puts pressure on you to be physically intimate? Is it okay if someone changes their mind about wanting to do something?	Yes

Boundaries and consent including sexting	Unhealthy relationships, boundaries and consent	1 hour	Boundaries Consent	To identify whether behaviours in relationships are unhealthy and to develop strategies for communicating boundaries and consent.	Students will be able to: Understand that it is healthy to have boundaries when interacting with your friends and learn ways to manage any disagreements or clashes that can arise in friendship groups. Learn about the characteristics of unhealthy relationships and friendships. Explore ways to communicate what they do not want and learn about signals of consent.	How can an unhealthy relationship make someone feel? What can someone do who realises they are in an unhealthy friendship or relationship? Joy talks about feeling pressured by her friendship group to be with a guy. What can you say to your friends if you are in a situation like this to communicate your boundaries? Why can it be hard to stand your ground instead of going along with what your friends think? If you and a few other people in your group drink but one person does not want to, what would you say to this person? In the previous activity, you had to think about saying “no” to different friends. Why do you think it feels different to say “no” to different people? Do you feel like the friendships in which you find it harder to say “no” one person generally has more power than the other? What can be the consequences of power differences in relationships? Are you completely free to do what you want if	No
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						the other person has more power than you? Think also of power differences in family or romantic relationships. Was it okay what the girl did to Jonty? Why/why not? Jonty said he did not say anything, so his friend would not feel embarrassed. What are other reasons why it can be difficult to communicate if you don't want something? How can you yourself make it easier for others to communicate their boundaries with you?	
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Boundaries and consent including sexting	Relationships and intimacy online	1 hour	Digital intimacy /sexting Image-based sexual abuse Unsolicited images	To understand the benefits and risks of using online methods of communication within a relationship.	Students will be able to: Learn how to safely navigate relationships online, including strategies to stay safe. Understand advantages and disadvantages of communicating online. Learn about digital intimacies, its risks and benefits as well as ways to handle pressure to engage in it. Understand that image-based sexual abuse is wrong and fault lies with the person forwarding or sharing images, not the person that has taken them.	What reasons were discussed by the people in the video for wanting to engage in sexting? For what reasons do you believe sexting has become more prevalent amongst young people?	No
Contraception	Introduction to contraception	1 hour	Contraception STIs - Sexually transmitted infections	To understand the responsibilities surrounding contraception and how to effectively use contraception when having	Students will be able to: Learn about what contraception is and what the difference is between contraception and protection against STIs Learn about pregnancy risk in different scenarios Learn that there are different types of contraception that are available of which some protect against STIs. Learn how to put on a condom Learn about factors that can	What is contraception for? In what kind of situation does one need contraception? What needs to happen, so that someone is at risk of becoming pregnant? Why is it important that people have access to contraception? Can you think of factors that can make it difficult for people to access contraception (e.g. poverty, family situation etc.)?	Yes

				intercourse.	influence negotiation of contraception. Reflect about gender dynamics influencing use of contraception.	At what point in your life do you need to think about contraception?	
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Year 8 ACTIVE+

Curriculum sub-category	Lesson title + link	Lesson length	Key terms featured in the lesson	Learning objective	Learning Outcomes	Discussion questions	Parent withdrawal
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Knowing your rights	Know your rights	1 hour	Universal Declaration of Human Rights (UDHR) Human Rights	To understand the importance of human rights and how they are applied to children	Students will be able to: Recognise children's rights that are outlined in national laws and international agreements (eg Universal Declaration of Human Rights and the Convention on the Rights of the Child) Appreciate human rights and that human rights apply to everyone Reflect on the rights that they enjoy in various communities, including online Reflect on how this links to previous learning about contraception, FGM, consent and periods	Human rights should apply to everyone in the world. Is this the reality? Are you aware of any human rights violations that you heard about in the news? With rights come responsibilities. What are our responsibilities in regards to human rights? Why is it important that adults and children know what their rights are? What might happen if they don't know them? Which groups or particular people should be part of the decision-making process for deciding on what rights people/children have? How does this lesson on human rights link to your prior learning of these four topics? Contraception, FGM, Consent, Periods	No
Online wellbeing	Online wellbeing - Fake news and echo chambers	1 hour	Algorithm Fake News Echo Chamber Misinformation Disinformation Democracy	To understand how to identify unreliable media sources and the risks involved in echo chambers	Students will be able to: Know how to critically analyse different sources of information and how to assess the reliability of media sources and critique social media content Understanding the risks of echo chambers on social media	Have you ever encountered fake news? What are signs to look out for when spotting fake news? Why would someone spread false information? How can you tell whether information spread on social media is true or not? Can you name 3 trustworthy sites to find out about what is going on in the news at the moment? What can be the risks if on social media we only get shown content that is similar to our own views, or those of our friends? What can you do to make sure that you view diverse content?	No

Online wellbeing	Online wellbeing - Online safety, grooming and self-esteem	1 hour	Online Grooming Self Esteem	LO: To understand how to protect yourself against unwanted online content and grooming	Students will be able to: Recognise signs and causes of low self esteem and developing the skills of high self esteem Learn strategies to deal with seeing unwanted content online, in particular on social media Know how to recognise online grooming in different forms eg in relation to sexual or financial exploitation, extremism and radicalisation Know how to respond and seek support in cases of online grooming	Today we are talking about online wellbeing. What does our self esteem have to do with being online? How can we make sure that our online activities do not negatively impact our self esteem? Do you do any of the things the people in the video were talking about to stay safe online? Does staying safe restrict the fun you can have online? What can you do if you encounter content online that you find scary or disturbing, or think you are in an unsafe situation?	No
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Media influence on body image	Media influence on body image	1 hour	Eating disorder Discrimination Beauty standards	To understand the influence of the media on body image and learn healthy coping strategies	Students will be able to: To evaluate messages in the media about health including diet culture To know that information online can be manipulated, misrepresented or fake To know that physical appearance is determined by heredity, environment, and health habits To describe how the appearance of a person's body can affect how other people feel about and behave towards them, and compare how this differs for intersections of society and stereotypes associated with them e.g. race, gender, ability To know about unhealthy coping strategies (e.g. self-harm and eating disorders) and to know about healthy coping strategies	What did we learn about diet culture from the nutritionist? What can be problematic about diet culture? Have you seen examples of diet culture on social media or in your friend group? What reasons do the students give for why their eating disorder started? How do you think do societal pressure and beauty standards contribute to eating disorders? How did the students manage to move on from their eating disorder?	No
Link between physical health and mental wellbeing	Wellbeing - physical and mental wellbeing	1 hour	Physical Wellbeing Mental Self-care	To understand the link between physical and mental health and strategies	Students will be able to: Understand the link between mental and physical health Develop ways to maintain positive mental health and wellbeing Consider what healthy habits can support good physical health	Which signs does Thomas mention? How can you recognise if you have poor mental health? What can you do to help yourself or someone else if they show these signs?	No

				to improve both			
Attitudes to mental health	Attitudes to mental health - Recognising and dealing with emotions	1 hour	Wellbeing Self-care	To learn about how to manage our own mental health	Students will be able to: To learn how to recognise different emotions and their cause To develop ways to manage emotions	Why can it be difficult to understand how/what we're feeling sometimes? Why is it important to get familiar with understanding our emotions? Are there healthy and unhealthy ways to deal with emotions? Give examples.	No
Alcohol and drug misuse	Alcohol and smoking /vaping	1 hour	Alcohol Vaping	To understand the risks of alcohol, cigarettes and vapes and the UK laws surrounding them	Students will be able to: Identify what alcohol is and why do people consume it Identify the risks of alcohol consumption Identify what cigarettes and vapes are, why they are used and what are the risks Understand how you can develop healthy relationships with substances Understand the laws in the UK around alcohol, cigarettes and vapes	What are reasons for people to drink alcohol? What are reasons for people not to drink alcohol? What do you know about the effects of alcohol? What in your view are some of the risks of alcohol on ourselves, our families and friendships? Why was Thomas upset about what happened to his friend on a night out? Do you think it is more dangerous for a young person to drink alcohol than someone more experienced? Why/why not?	No

Alcohol and drug misuse	Drug (mis)use	1 hour	Drugs Misuse	To understand the risks of drugs, the UK laws surrounding them and how to develop a healthy relationships with substances	Students will be able to: Identify what drugs are and how they are used/ misused and the effects drugs have Understand the laws in the UK around drugs Understand how you can develop healthy relationships with substances Understand how you can respond to peer pressure and respect others' choices	Why would someone pressure someone else into drinking or taking drugs? Why might someone not want to take drugs? How can someone react to being pressured?	No
Media influence on body image	Media influence - Influencers, gender and pornography	1 hour	Media Influencer Pornography Sexually explicit	To understand the influence of the media in values, attitudes and behaviour	Students will be able to: recognise and manage the impact of the media and advertising on decision making, including online know about age restrictions when accessing different forms of media and how to make responsible decisions recognize the power of media to influence values, attitudes and behaviour relating to sexuality and gender and how to challenge media stereotypes describe what sexually explicit media (pornography) and analyze why sexually explicit media (pornography) is so common	What do we mean by the word 'influencer'? Give an example of how you how you bought something or did something because of an influencer or traditional advertising. Why did it influence you, did you know you were being influenced? For example, seeing an influencer on holiday and then wanting to go to the same place.	No

					understand that sexually explicit media often portrays men, women and sexual relations unrealistically identify and demonstrate ways to talk to a trusted adult about sexually explicit media		
Online Safety/awareness	CyberFirst 1 Protecting personal info online*	Personal Information Social engineering Cybers security	To learn about the risks to personal information online, and how to protect personal information				No

Online Safety/awareness	Cyber first 2 managing devices and accounts*	Password Hack	To learn how to keep accounts and devices safe, and what to do if security is breached				No
Online Safety/awareness	CyberFirst 3 IDing scams and sources of support*	Scam Phishing Smishing Vishing	To learn how to identify scams, where to report cyber security incidents and what happens when reporting				No

Exploring identities and belonging	Peer pressure , exploitation and knife crime	1 hour	manipulate self-worth	To understand the influence that peer pressure can have on an individual's behaviour.	Students will be able to: develop an awareness of how their relationship to identity and self-worth is linked to possible manipulation or exploitation assertively communicate values and beliefs in challenging situations strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime conceptualise the legal and physical risks of carrying a knife evaluate attitudes and social norms in relation to substance use	What does it mean to go against your values or beliefs? When do you think someone is particularly vulnerable to peer pressure and exploitation?	No
Exploring identities critically	Forms of discrimination and allyship	1 hour	Ally Bystander Racism Homophobia Masculinity Sexism Transphobia Ableism	To learn about different forms of discrimination and how to become an ally	To be able to explore the relationship between identity and the words 'racism', 'masculinity', sexism, 'discrimination', 'homophobia', 'biphobia', 'transphobia', 'ally', 'bystander' 'ableism' To be able to develop empathy towards those marginalised in society because of differences	What are the benefits of having empathy for those who are different to you? How do your values influence the way you treat other people?	No

Appreciating Diversity	Discrimination and prejudice	1 hour	Equality Discrimination Prejudice Privilege Ableism	To understand what discrimination is and how we can support those who experience it	Students will be able to: describe what discrimination and prejudice is recall the difference between equality and equity acknowledge that everyone has a responsibility to defend people who are being stigmatized or discriminated against know strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010)	Why are the “protected characteristics” protected by law? Do you think there should be other characteristics added? What types of discrimination did you hear in the video? What are identity aspects that lead to people in the video experiencing discrimination? Regarding harmful online comments, how do you think seeing those comments make people feel? Why do you think people discriminate against others? Where do prejudices come from? Why is it important to stand up against discrimination if we see it happen? What can we do to support people and groups who are being discriminated against?	No
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Appreciating Diversity	Understanding racism	1 hour	Race Racism Anti-Racism Systemic Racism Social construct	To learn about the history of racism and how it impacts the present	Students will be able to: understand the history of racism understand the meaning of overt and covert racism and how this can look on a daily basis be aware of statistics relating to ethnic minorities that show racial inequalities are still prevalent	How and why did science invent the concept of race? What has historical science got to do with racism today? Why do some people believe they are better than others? When do we need to challenge the ideas of racism? Look at the statistics about BAME experiences. What do you think these statistics are telling you? How do you feel when you read these slides? Why do you think there are differences in all these areas between the experiences of white people and the experiences of ethnic minority people?	No
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Appreciating Diversity	Anti-Racism	1 hour	Anti-Racism Systemic Racism White privilege	To learn about systemic racism and how to begin to challenge it through activism.	Students will be able to: understand the systemic and structural nature of racism understand that racism is perpetuated on different levels including law & politics, interpersonal interactions, bias and stereotypes think about how they can challenge systemic racism and why it's so important to do so	What's the difference between racism and systemic racism? Why is systemic racism so difficult? Why do we need social change? How can individuals change things? How can we change people when they are offensive? How does political change happen?	No
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Year 9

Curriculum sub-category	Lesson title + link	Lesson length	Key terms featured in the lesson	Learning objective	Learning Outcomes	Discussion questions	Parent withdrawal
Transition to Key Stage 4	Dealing with change in life	1 hour	Coping mechanism Resilience	To learn how to manage changes and loss in life and to support others	Students will be able to: explore types of change in life and the feelings that are involved in it. explore ways to manage loss and change including the opportunities that change can bring. develop the ability to support other people through loss and change.	What life changes did you think of? Which feelings do you associate with change? Why can change lead to mixed feelings? What way to show support do you like in particular? Do you have other ideas how you can support a friend?	No

Transition to Key Stage 4	Basics of mental health	1 hour	Depression Anxiety disorder Eating disorders	To learn about common mental health concerns and how to identify them	Students will be able to: describe common mental health concerns understand that having a mental health concern is common and we should build confidence in discussing mental health in the same way as physical health know the warning signs of having a mental health concern know how to seek support for their mental health	What do you know about depression, anxiety and eating problems? What did Ishmael experience? How does Roman describe depression? How can we support ourselves or others with mental health? What are some tips to reducing the effects of depression? What are the causes of anxiety for Aneeka and Sam? Are they different? They experience physical symptoms. Does this surprise you? How does the idea of identity link to their issue of anxiety? How do they get support?	No
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Transition to Key Stage 4	Managing mental health including self-harm	1 hour	Self-harm Dermatillomania Cathartic	To understand what self-harm is and how we can manage our mental health in healthier ways	Students will be able to: understand what self-harm is and why people do it recognise early warning signs of unhealthy coping strategies know how to support themselves and others with mental health concerns	What is self-harm? What do people do to self-harm? Why do people self-harm? What triggered India's anxiety? Was peer influence a factor in India's decision to self-harm? How did she get support? Why is mental health important for students? How much of a problem do you think mental health is in schools and society? Do you think schools and society are contributing to mental health problems? How?	No
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Personal safety and first aid	Personal safety - Drugs and drug related emergencies	1 hour	Substance misuse Addiction	To understand the risks behind drugs and how to deal with emergencies related to drugs.	Students will be able to: know exit strategies in risky or dangerous situations and how to access support understand the risks and consequences of substance misuse	Why do people take drugs despite the risks that are involved? Have you heard of other people, e.g. in the media or someone you know, who had a bad experience with drugs? What was it like? How do you think you could you help a friend who is having a negative experience with drugs?	No
Personal safety and first aid	Personal safety - Alcohol and alcohol related emergencies	1 hour	Alcohol poisoning	To understand the risks behind alcohol and how to deal with emergencies related to this.	Students will be able to: know exit strategies in risky or dangerous situations and how to access support revisit and further develop first aid and life-saving skills understand the risks and consequences of binge drinking and alcohol poisoning	Do you think there are other ways people can achieve the same results as drinking alcohol but by staying sober? What risks are associated with drinking alcohol? How do you think you could you help a friend who is having a negative experience with alcohol? How can you spot alcohol poisoning?	No

						What should you do if you suspect alcohol poisoning? What are reasons for why it may be difficult to react in the right way if this happens? How can it be made easier?	
Personal safety and first aid	Online safety-scams and gambling	1 hour	Gambling Scam/ online fraud Addiction	To understand the risks of gambling and online fraud and know how to access support for both	Students will be able to: know how to assess and manage risks in relation to gambling and chance-based transactions identify common forms of fraud and online scams know how to identify and access support for concerns relating to life online	What is an online scam? What do the scammers want to achieve? What are some signs of online fraud? What can we do if we recognise something that seems strange online? Zak talks about being scammed with his student loan, why can it be easy to be scammed today? What are the signals	No

						that we should look out for to make sure we aren't being scammed? What is gambling? What are the different ways that you can gamble? Why do people choose to gamble? When does gambling become a problem, and how can you spot the signs?	
Cultivating a positive relationship with body	Cultivating a positive relationship with your body	1 hour	Sleep Emotions Emotional Toolkit	To understand the link between sleep and mood and develop strategies to support both.	Students will be able to: know how sleep supports energy and mental health discuss strategies to observe moods and how they influence behaviour and connection with others develop tools to connect to the body in order to develop a positive relationship with it to make healthy, informed decisions about	Can you remember some of the ways a lack of sleep impacted the young people on the video? Can you relate to any of that? How do you feel when you don't get enough sleep? How does a lack of sleep affect your moods? Are there physical as well as mental effects of not enough sleep?	No

					maintaining physical health and therefore mental health know how to access appropriate support in relation to mental and physical health	Poppy said that she rants. How might this help you if you are in a bad mood? Can you remember some of the other tools / techniques the young people on the video used to try and get out of a bad mood?	
Body image	Body Image 1 - Depictions of relationships and sexuality	1 hour	Male gaze Gender Stereotyping Gender policing	To understand how body image, relationships and sexuality are portrayed in the media	Students will be able to: identify and critique unrealistic images in the media concerning sexuality and sexual relationships examine the impact of these images on gender stereotyping	Josh said reality shows like 'Love Island' can be detrimental to self esteem. Do you agree? Why or why not? He also said that the pressure isn't as high on men as on women to look a certain way. Do you agree with him? Do you think there is any gender stereotyping and/or policing when it comes to relationships in film and TV? Are gay relationships shown as much as heterosexual	Yes

						relationships? Why? Why is there an intimacy coordinator on set? What does intimacy coordination have to do with consent? Why is it important to have realistic sex scenes in film and TV? Do you think the way sex scenes and bodies are shown in porn are realistic?	
Puberty and hormones	Body changes through puberty	1 hour	Puberty Adolescence Hormone Hygiene	To understand the changes we go through during puberty	Students will be able to: distinguish between puberty and adolescence assess and categorise examples of the different changes that occur during adolescence feel empowered by the knowledge of hormones affecting their brains and bodies during puberty	Which hormones are particularly relevant during puberty? How important are hormones to us as humans? How do hormones affect your brain and your body? Think of the effects they cause. Think about how your hormones are affecting	No

					reflect on relationship with changing body parts, hair and skin	you. Can you understand some of your behaviours better? What difficulties do trans youth face during puberty? Were there any good bits of puberty for the people in this video? What were the most difficult bits? =====	
Developing sexuality and readiness for sex	Developing sexuality and readiness for sex	1 hour	Sexuality Sexual desire Social norms	To understand the difference between sexuality and sexual desire and how this can change over time	Students will be able to: describe what sexuality and sexual desire is understand how and why do we form these feelings and why they might change over time understand how to know what they are comfortable with and how they can express this	What is sexuality? How and why is sexuality different for different people? Who and/or what defines someone's sexuality? What situations might make someone feel less like being physically intimate with someone else? Why is it important to be aware of how you're feeling when you are in a potentially physically	Yes

						intimate situation? What did these stories make you think/ feel? Do you think the students gave good advice that someone could use at some point in the future?	
Developing sexuality and readiness for sex	Contraceptive Methods	1 hour	Contraception	To learn about a range of contractive methods and be confident about discussing them	Students will be able to: describe the common types of contraception and in which kind of scenarios which ones may be suitable understand importance of talking to a partner about contraception and practise open communication	What kind of advantages and disadvantages of different contraceptive methods are mentioned in the video? Is there such a thing as “the best contraceptive method” that everyone should use? Why is it important to discuss contraception before you engage in sexual activity? Whose responsibility is it to bring up the topic?	Yes

						What can you do if a partner doesn't want to discuss that with you?	
Privacy and consent	Consent - Part 1	1 hour	Sexual consent	To understand what consent is, the law around consent and how to be confident in gaining consent.	Students will be able to: describe what consent is and why it's important describe the myths and misconceptions surrounding consent understand the law in the uk regarding consent know how they can make sure they protect themselves and those around them when it comes to consent	How can consent in sexual situations be different from other situations? Why is it important to understand consent as a “bubble” or environment rather than a yes or no question? What role do freedom and capacity play in consent? What are examples of situations in which someone is not able to consent? What can you remember about consent law from the video?	No

						Why is it important that these laws are in place? Why does alcohol change our ability to give consent? What can be the consequences if there is no consent when being physically intimate? Alex says it is important to check in with yourself as well. How can you find out whether you are feeling good in a situation yourself?	
Privacy and consent	Consent - Part 2	1 hour	To revoke	To understand myths and misconceptions around consent and know how to give consent confidently.	Students will be able to: normalise consent-seeking behaviours learn about myths and misconceptions surrounding consent practise seeking, giving or refusing/revoking consent	Is consent always verbal? Why may someone feel pressured in a sexual situation? Why might someone change their mind? Did these statistics surprise you?	No

						Do you think this myth has an impact on whether or not people report sexual violence? Why might some people have an interest in upholding the myth that false allegations are common?	
Sexual health and STIs	Sexual Health and STIs	1 hour	STIs - Sexually transmitted infections To stigmatise	To know what STIs are including the symptoms, how they are transmitted and how you can protect against them	Students will be able to: know what a sexually transmitted infection is and how are they transmitted know how to reduce the risk of contracting stis and what they can do if they have one know what hiv is and describe the misconceptions that surround hiv and aids understand how to protect themselves against HPV	What other STIs have you heard of that weren't named in the video? How would you know whether you had an STI? Where could you get tested? What happens if you do not treat an STI? What are steps to take if you find out you have an STI? Why is it important to discuss STI protection before you engage in sexual activity? Whose responsibility is	Yes

						it to bring up STI protection? What can you do if a partner does not want to talk about it? What are the messages you have received from family or the media about HIV? Who can get HIV? Why is it important not to stigmatise HIV?	
The power of the internet	Using the internet to improve the world.	1 hour	online social media echo chamber doomscrolling	To recall examples of people who have used the internet to create positive movements for change, at the local and international level.	Students will be able to explain how the internet is a powerful tool for social good.	What positive influences/ influencers do you see online? Who would you like to see using their platform for positive influence? How can only hearing one set of views limit our understanding of the world and the experiences of others? Does the internet do more harm than good?	No

The power of the internet	Resisting online influence	1 hour	exploitation misinformation disinformation manipulation	To learn strategies to avoid being exploited online, by manipulation and misinformation.	Students will be able to: Explain how young people are at risk of being misled and exploited online. Understand how misinformation and manipulation are used to exploit young people online. Identify the reasons why someone might be vulnerable to online exploitation Discuss strategies for building resilience to online exploitation, including positive messages of hope and compassion	How does the internet influence or manipulate us in a negative way? Have you ever experienced online influence about a decision you needed to make?	No
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Year 10

Curriculum sub-category	Lesson title + link	Lesson length	Key terms featured in the lesson	Learning objective	Learning Outcomes	Discussion questions	Parent withdrawal
Conversations about mental health	Conversations about mental health	1 hour	Mental health Active listening	to examine attitudes to mental health and learn how to support others and ourselves	Students will be able to: Recognise what a conversation about mental health looks like Understand the	Have you heard any of these myths before? How can these myths impact the way you feel about yours or other people's mental health? What are important	No

					barriers to talking about mental health Examine how society's attitudes to mental health has changed and what more needs to be done	things to remember before you begin a conversation about mental health? How can you make it easier for others to talk about difficult topics with you?	
Wellbeing Mental wellbeing	Balancing the pressures of modern life	1 hour	stress social media pressure	To learn how to decide which things in their lives to prioritise.	Students will: Appreciate that they have many different and competing priorities in their lives, and they must decide how much time to give to each aspect. Understand how to strike a balance between different types of activity, such as education, work, leisure, socialising, family, exercising, eating, resting, online, offline and sleeping. Appreciate the ways in which industries and advertising can influence health and harmful behaviours.	Which pressures feel hardest to talk about or ask for help with — why? When you are experiencing pressure what helps you to let off steam? How can social media both increase and decrease pressure in our lives?	No

Alcohol and drug misuse	How to stop smoking and vaping	1 hour	Addiction nicotine vaping	To understand the harms around smoking and vaping and identify ways to avoid addiction to nicotine.	Students will be able to: Identify the risks of smoking, vaping and other nicotine products, such as snus. Explain the reasons why someone might become addicted to nicotine products. Apply strategies that are likely to help someone assert their boundaries around nicotine products. Understand strategies to reduce and quit nicotine products.	What do you think about the way snus is marketed? What do you think about vaping? Do you think it is better or worse than smoking cigarettes? Why do you think people smoke, vape or take snus? How easily can someone become addicted to nicotine products?	No
Online relationships and social media	Healthy online relationships	1 hour	ethical harassment sexting	To learn how to have positive and safe online relationships.	Students will: Understand that there are both opportunities and potential risks of online relationships. Learn how to manage the risks of online relationships.	What are the benefits of communicating with someone online? How do you know if you are in a safe space online? e.g. that you won't receive any harmful content	Talks about the sharing of sexual imagery and sexting. No details or descriptions of sexual acts

					Know the legal and ethical responsibilities people have in relation to online aspects of relationships. Develop and manage a range of healthy and fulfilling online relationships.		
Online relationships and social media	Sexual behaviour online	1 hour	harassment stalking online abuse coercion	To learn about healthy and unhealthy sexual online behaviour, including the role of bystanders and online and offline cultures.	Students will: Recognise unwanted attention (such as harassment and stalking including online) and know how to respond and seek help. Know where to turn if they are having relationship difficulties online. Understand the serious impact of attitudes towards sexual assault and how this contributes to the problem of sexual violence.	Why do some people feel more confident or behave more aggressively online than in real life? How does anonymity affect behaviour? Why do you think some people blame victims instead of holding perpetrators accountable?	No

					Learn to challenge victimblaming online, including how to recognise it in themselves in order to avoid facing uncomfortable truths.		
Online relationships and social media	Sharing content, protecting reputations	1 hour	digital footprint online reputation privacy settings	To learn that sharing content online can create opportunities as well as risks and that their online reputation could significantly impact their chances of success.	Students will: Know that there are positive and safe ways to create and share content online and the opportunities this offers. Know strategies for protecting and enhancing their personal and professional reputation online.	What steps can you take to protect your online reputation and control what others see about you?	No

Online relationships and social media	The influence of social media	1 hour	influence biased verify	To learn about the influence of social media on our opinions.	Students will: Understand that their values, views and opinions are influenced heavily by online content. Appreciate that some people are regularly exposed to extreme, exaggerated or inaccurate information online. Be able to recognise bias and motivation in online content. Understand that viewing biased content can make us change our attitudes towards ideas and entire groups of people. Be able to critically assess the reliability and accuracy of digital content. Understand the role that industries and advertising have in	Why did Cleo start to see more extreme content online? What could be the influence of this more extreme content? What does it mean if content is biased? How can you decide if content is biased or fair?	No
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					influencing behaviour.		
Online relationships and social media	How our data is shared and used to target us	1 hour	targeted subscriber funded	To learn how data is collected and what power we have to control this,	Students will: Understand how personal data is generated, collected and shared, including by individuals, and the consequences of this Appreciate how data may be used with the aim of influencing decisions, including targeted advertising and personalisation. Know how to alter settings to change the	Why would someone want to collect personal data about us? What data would social media companies need to advertise to the target customers? What data would social media companies need to advertise to the target customers? Do you think it is a good or bad thing that social media companies collect our data?	No

					amount of data that is collected.		
Personal safety and first aid	First Aid - CPR, AEDs, wounds and choking	1 hour	CPR First Aid Defibrillator	To learn crucial emergency first aid skills and to understand how to assess situations to determine if they are emergencies and how to contact the appropriate services.	Students will be able to: Know emergency first aid skills relating to CPR, defibrillators, wounds and choking Know how to assess emergency and non-emergency situations and contact appropriate services	What is the difference between a heart attack and sudden cardiac arrest? What are the steps to take if someone seems to be in cardiac arrest? How can you get help in a situation like this? Why is it important to start CPR as soon as possible? Would you feel confident performing CPR and using a defibrillator? If not, what do you feel would be necessary for you to feel more confident?	No

						Which song should you think of when performing CPR? In what kind of situation could choking happen? What is the difference in the procedure when a young child is choking rather than someone older? Why does it help to put pressure on a wound?	
Healthy family functioning	Family relationships and value conflicts	1 hour	Values	To understand where family conflict can arise and how compromise can play an integral role in resolution.	Students will be able to: Acknowledge that some of students' values may be different from their parents/guardians Apply strategies for resolving conflict and misunderstandings with parents/guardians Think about characteristics of a healthy functioning	Why is it good to have a healthy relationship with parents and siblings? Henrique says, he feels like his parents still live in the 19th century. Does it have to lead to a conflict if your values and lifestyle are different from your parents'? How can you make them understand your viewpoint? Do you think the issues parents/children and siblings fight about	No

					family Assess own contributions toward healthy family functioning Learn about honour-based violence	similar or different? In what way? What is 'honour-based violence'? What role do family values play in it? How does gender play a role?	
Respectful Relationships	Communication and vulnerability in relationships	1 hour	Vulnerability	To understand the importance of effective communication of expectation and vulnerability within a relationship.	Students will be able to: Consider the role that vulnerability plays within a relationship. Reflect on relationship expectations and how to identify and evaluate their own beliefs and values in relation to these Learn how to assertively communicate expectations in relationships and how to manage relationship changes safely and respectfully	Lewis said it is important to have the same interests. Do you agree? Is it better to be similar or different to a partner? Alex talks about a relationship being an "even playing field". What would an equal relationship look like to you? What is good communication? Why can it be difficult to be vulnerable with someone else? Why is vulnerability important? Do you think it feels less acceptable to some	No

					Learn about relationship challenges, how to manage strong emotions and communicate effectively	people to be vulnerable than for others? Why?	
Abusive relationships	Abusive relationships	1 hour	Abuse Grooming Coercion Manipulation	To understand what constitutes abuse within a relationship and how to notice the signs that someone is being abused.	Students will be able to: Learn how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online Acknowledge that stigma, shame, self-worth, culture, religion etc might prevent someone involved in an abusive relationship talking about it, whether they are receiving or exhibiting these behaviours Explore how they can dismantle this shame in order to have	If someone who has been coerced or manipulated says yes to something, is this consent? What can you do if you feel coerced or manipulated by someone? Who do you think could be at a particularly high risk of grooming? Why can it be difficult to recognise grooming? What do you think is a good thing to do if you experience grooming? What are reasons why someone might not want to talk about being in an abusive relationship?	No

					honest conversations about changing behaviour Learn how to recognise manipulation and coercion, how to seek and assertively give or not give consent Learn about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent	Why can it be hard to leave? How can we make it easier for people to speak about abusive relationships?	
Abusive relationships	Sexual Violence	1 hour	Sexual violence Image-based sexual abuse Abuse	To understand what constitutes sexual violence and the impact it can have on victims.	Students will be able to: Learn about the definition of sexual violence and its prevalence within society, incl. digital sexual violence Understand the impact that any sexual violence can have on an individual Understand the ramifications of being involved in sexual violence	Did anything surprise you about the definition given in the video? How was it different from your own? Do you think that sexual violence happens in schools? Can you think of examples? What would it feel like to be Jack in this situation? What should Sasha's friends do in this situation? What other examples of	No

						digital sexual violence can you think of?	
Abusive relationships	Sexual Violence - Gender Stereotypes	1 hour	Gender- based violence (GBV) Gender stereotype	To understand the role that gender stereotypes play in sexual violence.	Students will be able to: Know where and how to access support and report concerns, including online Understand the impact of sexism and gender stereotypes on sexual violence Demonstrate ways to argue for gender equality and to stand- up to gender discrimination or GBV	Students will be able to: Know where and how to access support and report concerns, including online Understand the impact of sexism and gender stereotypes on sexual violence Demonstrate ways to argue for gender equality and to stand-up to gender discrimination or GBV Do they constitute an example of sexual violence? Why/why not? How is gender and/or sexual orientation relevant here?	No

Making sexual choices and pregnancy	Expectations around sex and intimacy	1 hour	intimate sexual romantic monogamous	To identify expectations around sex and respond healthily to the cultural and interpersonal pressures connected to physical intimacy.	Students will: Know that media portrayals of sex, especially in pornography, are normally unrealistic and often demonstrate unhealthy relationships. Appreciate that religion, faith and beliefs play an important role in all relationships, including intimate and sexual ones.	How can you navigate cultural differences in a relationship? What other values are important in a healthy relationship?	Mentions sex (but does not describe sexual acts. Mentions pornography, but goes into no details,
Making sexual choices and pregnancy	Understanding intimacy: respect, consent, and emotional wellbeing	1 hour	intimate accelerator brake attraction	To understand that sex should always be pleasurable and enjoyable for everyone involved.	Students will: Understand that pleasure is often the primary reason that people have sex, although sex can happen in order to reproduce. Understand that sexual attraction is highly varied, in terms of desire, sexual orientation, accelerators and brakes.	What factors influence someone's decision about intimacy? E.g. family values	Talks about sexual attraction, turn ons and turn offs, mentions kisses and touching (but no details about sexual intercourse, talks generically about "taking it to the next level", talks about

							consent generically, in terms of attuning to other people's needs and permission seeking
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Year 11

Curriculum sub-category	Lesson title + link	Lesson length	Key terms featured in the lesson	Learning objective	Learning Outcomes	Discussion questions	Parent withdrawal
Transition to more responsibility	Adulthood, self worth and celebrating successes	1 hour	Self worth Transition Reframing	Understand the challenges and opportunities that come with transitioning to adulthood, and to develop strategies for building self-worth through reflection and reframing experiences.	Students will be able to: Learn about the challenges and opportunities transition to adulthood brings Learn how to build self-worth by reflecting on and celebrating successes and reframing setbacks or perceived failures	What can be the consequences if we do not have a feeling of self-worth? How do successes impact our self-worth? How do failures impact our self-worth? What have you learned from a failure you have experienced? How could you reframe this failure into something that leads to growth?	No

Connecting with body and emotions mindfully	Connecting with yourself mindfully - Stress	1 hour	Stress FOMO (Fear of Missing Out) Sleep Hygiene	To understand the nature, causes, and effects of stress, and to explore effective stress management strategies, including the role of social media and sleep habits.	Students will be able to: Learn about the nature, causes and effects of stress Learn about some stress management strategies, including maintaining healthy sleep habits Recognise social media as a potential source of stress and think about how to balance time online and FOMO (fear of missing out)	Can you think of times when you have had positive stress? Has it helped? What about times when you had negative stress? Did it help or hinder the situation? How can one know whether stress is negative or positive? How do you know you are stressed? What are your signs? Sometimes being online can cause stress? How? How much stress is “normal” in case of exams, do you think? How can you tell if it is getting out of hand? Are any of the techniques and ideas from this clip ones you have tried or that work for you? What are some of the difficult moments that students in Year 11 may be going through where they may need to use	No
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						some of these techniques? Does feeling stressed fall into this category?	
Connecting with body and emotions mindfully	Connecting with yourself mindfully - Self-Concept and motivation	1 hour	Self-efficacy Motivation Resilience	To empower Year 11 students with the knowledge and skills to cultivate a healthy self-concept and enhance self-efficacy through motivation, perseverance, and resilience.	Students will be able to: Know how to develop self-efficacy, including motivation, perseverance and resilience Know how to maintain a healthy self-concept	How do you think can having a particular self-concept impact our lives, in the everyday and in the long term, positively and negatively? Do you feel your self-concept has changed over time? How? In this video there were 3 practical tips - can you remember what they were? Do you already use any of these techniques or think that any could work for	No

						you? Why is maintaining a positive self-concept important? How can your self-concept influence your motivation to do certain tasks? Claudia said that she tends to put something off that she doesn't want to do. Do you ever do that? What happens in the end? One of the students said they think of the outcomes and think where they will be when they get the job done. Would that work for you?	
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Body Image in media	Body image in media - pornography	1 hour	Pornography Stereotype Self-esteem	To evaluate societal beauty standards, recognize the risks associated with altering one's appearance, identify body image-related disorders	Students will be able to: Evaluate ways that sexually explicit media can contribute to unrealistic expectations about men, women, sexual behaviour, sexual response and body appearance Acknowledge that sexually explicit media can reinforce harmful gender and racial stereotypes and can normalise violent or non-consensual behaviour Reflect on how sexually explicit media can impact their self-image, self-confidence, self-esteem and perception of others as a result of unrealistic portrayals of men, women and sexual behaviour	What are the unrealistic aspects of pornography? What could be the consequences if someone thinks porn is real? If it's not showing the reality of sex, why do people watch pornography? What impact could watching porn have on relationships? What were the key points of the relationship expert's video about how porn can influence young people? Do you agree with the points? Can you be addicted to porn? How might someone be able to tell if they are addicted? Do you think there are benefits to porn? What are some of the benefits named in the video? What do you agree or disagree with? Do you feel these benefits	No
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						apply to all kinds of porn? Would you be in favour of a “porn ban”?	
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Body Image dangers	Body Image Dangers	1 hour	Body image Bleaching cream Eating disorder	To evaluate societal beauty standards, recognize the risks associated with altering one's appearance, identify body image-related disorders	Students will be able to: Analyse common things people do to try and change their appearance (eg diet pills, steroids, bleaching cream) and evaluate the dangers of those practices Critically assess gendered, racialised, age and ability standards of beauty that can drive people to want to change their appearance Explain the various disorders (eg anxiety and eating disorders such as anorexia and bulimia) that people can struggle with connected to their body image Perceive that using drugs to change your body image can be harmful Demonstrate how to access services that support people struggling with their body image	Are there other beauty standards you can think of? Can you relate to the pressure of conforming to certain beauty or body standards? If so, how? What are your thoughts on the use of creams and other products to change one's skin tone, as mentioned in the first interview? Can you relate to any of the students? Does social media influence any of these conversations about beauty? The interviewee ends by saying "you're perfect the way you are and you shouldn't really listen to what other people say." Do you agree with this statement? Why or why not? What was new to you? Thomas discusses the bleaching of skin to	No
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						conform to "white westernized aesthetic ideals." What are your thoughts on this, and do you think it's a widespread issue? What are your thoughts on the research mentioned about food restriction leading to severe mental health issues? Does it change your perspective on dieting?	
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Consent	The importance of safety and pleasure during sex	1 hour	Orgasm Trauma	To learn how to have safe and pleasurable sex in all contexts.	Students will: Understand the role of pleasure in intimate relationships, including orgasms and different types of sex that are possible. Understand that consent is more than yes and no and is linked to power, preferences, past trauma and the relationship between the people involved. Know that some people use drink and drugs in connection with online and offline intimacy. Understand the motivations to combine substances and sex, as well as the positive aspects and the risks (emotionally and physically).	What makes a relationship healthy and respectful?	Yes
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Sexual health and STIs	Sexual Health: STIs and symptoms	1 hour	Safer sex Asymptomatic	To learn about STI symptoms and how we can protect against them	Students will be able to: describe what 'safer sex' is understand STIs symptoms but also that they don't all carry symptoms understand that inequalities exist that mean some ethnicity groups are more susceptible to contracting STIs than others know how can they can ensure they're practicing safer sex	Why do you think STI numbers are rising in the UK? What would need to happen for STI numbers do get lower? Are you surprised by these figures? What can we do to make sure everyone has the same access to information and services? How can you get tested for STIs? How often should you get tested?	Yes
Sexual health and STIs	Sexual Health: STIs, testing and protection	1 hour	Barrier contraception methods Infertility	To understand how to get tested and protect against STIs	Students will be able to: understand the importance of STI testing describe how to get tested for STIs describe the consequences of untreated STIs refresh their knowledge on	Why might people feel embarrassed to go to a sexual health clinic? What could you say to reassure them? Why is it important to get tested regularly? Should you get tested if you don't have any symptoms?	Yes

					protecting against STIs	How can getting tested make sex more enjoyable?	
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