



# Topics that are taught per year group



## WHOLE YEAR OVERVIEW

| TOPIC NUMBER | YEAR 7                         | YEAR 8                         | YEAR 9                                 | YEAR 10   | YEAR 11   |
|--------------|--------------------------------|--------------------------------|--|---|---|
| 1            | Friendships and family (LGBTQ) | Respectful relationships       | Intimate relationships (consent)       | Appropriate relationships (LGBTQ and law regarding relationships) | Inappropriate relationships (Coersive/ manipulative/ sexual harrassment/ abuse) |
| 2            | SRE                            | SRE including FGM              | Taking risks (drugs/ alcohol/ smoking) | Sexual health (pregnancy)   | Sexual Health (self examination, STI's, risky behaviour)                        |
| 3            | Well being including First Aid | Health and prevention          | Mental health and physical fitness     | Mental and physical wellness                                      | Health and prevention (De-Fib/ drugs/ alcohol/ organ/ blood donation, vaccines) |
| 4            | Online Safety                  | Being safe online inc grooming | Online manipulation (photo exchange)   | Harmful media (radicalisation/ porn)                              | Employability and financial well being  |

We already teach these topics

New Topics

# YEAR 7

| Lesson number | Friendships, family and LGBTQ  | SRE   | Well being including First Aid   | Online Safety  |
|---------------|--|---|--|--|
| 1             | The characteristics of positive and healthy friendships. Management of conflict, reconciliation, privacy and consent.  | Changing adolescent body and the implications for emotional and physical health.  | To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem. To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.           | The safe and responsible use of information communication technology (including safe management of own and others' personal data including images). The importance of protecting their own and others' reputations; protecting their 'on-line presence': the concept of having a personal 'brand' that can be enhanced or damaged. |
| 2             | Different types of committed and stable relationships. How they relate to human happiness and their importance for bringing up children. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. | Key facts about puberty, the changing adolescent body and menstrual wellbeing.  | The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it. the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies. | To establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy. When the sharing of explicit images may constitute a serious criminal offence.  |
| 3             | Practical steps in a range of different contexts to improve or support respectful relationships. Different types of bullying, the impact of bullying and the responsibilities of bystanders.   | How to determine where adults, children or sources of information are trustworthy. Identify when a relationship is unsafe & how to seek help. | What constitutes a balanced diet and its benefits. To perform basic first aid and life-saving skills.  | To establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy. What to do and where to get support to report material or manage issues online.   |

New Topics

## YEAR 8

| Lesson number | Respectful relationships  | SRE  | Health and prevention   | Being safe online   |
|---------------|---|--|---|---|
|               | What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.   | To manage growth and change as normal parts of growing up (including consolidation and reinforcement of KS2/ Year 7 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence).   | The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression). Strategies for managing it; a range of healthy coping strategies.                    | How the media portrays young people; to recognise its possible impact on body image and health issues. How people may curate a specific image of their life online, over-reliance on online relationships (including social media),   |
| 2             | About the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so. How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).  | That relationships can cause strong feelings and emotions (including sexual attraction). To recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it                           | The importance of and ways of taking increased responsibility for their own physical health and personal hygiene, including dental health and the benefits of good oral hygiene. The purpose and importance of immunisation and vaccination.                              | To assess and manage risk in relation to financial decisions that young people might make. To explore social and moral dilemmas about the use of money (how advertising and information is targeted at them and how to be a discerning consumer of information online).   |
| 3             | 1. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities. 2. About different types of bullying, the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. | That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) | What constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting) and what might influence their decisions about eating a balanced diet. The links between a poor diet and health risks, including tooth decay and cancer. | To recognise online-bullying and online-abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted. What to do and where to get support to report material or manage issues online. |

New Topics

# YEAR 9

| Lesson number | Intimate relationships  | Taking risks (drugs/ alcohol/ smoking)   | Mental health and physical fitness  | Online manipulation (photo exchange)   |
|---------------|---|--|---|--|
| 1             | 1. Why marriage is an important relationship choice for many couples and why it must be freely entered into. The characteristics and legal status of other types of long-term relationships. 2. How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.  | Factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis. The law relating to the supply, use and misuse of legal and illegal substances.  | The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.                            | to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)  |
| 2             | 1. How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. 2. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. 3. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. | The personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second hand smoke. The risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'. The safe use of prescribed and over the counter medicines. | Strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing. Managing change and loss/ bereavement. | When the sharing of explicit images may constitute a serious criminal offence. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. To manage unwanted attention in a variety of contexts (including harassment and stalking) |
| 3             | 1. That they have a choice to delay sex or to enjoy intimacy without sex. 2. the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. 3. The facts about the full range of contraceptive choices, efficacy and options available.   | The personal and social risks and consequences of substance use and misuse and to recognise the impact of drugs and alcohol on choices and sexual behaviour  | To perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and road safety.  | To recognise and manage feelings about, and influences in, their body image including the media's portrayal of idealized and artificial body shapes  |

New Topics

# YEAR 10

| Lesson number | Appropriate relationships   | Sexual Health  | Mental and physical wellness  | Harmful media (radicalisation)  |
|---------------|---|--|---|---|
| 1             | The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. LGBTQ+   | The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. That fertility levels can vary in different people; can be damaged by some sexually transmitted infections; decrease with age.      | The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.      | To learn about the concept of having a 'personal brand' and how this can be managed online;<br>To learn about how social media can present both positive and negative messages to employers;<br>To learn about the importance of maintaining a positive online reputation.  |
| 2             | That there are different types of committed, stable relationships. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding). LGBTQ+ | That they have a choice to delay sex or to enjoy intimacy without sex; to assess readiness for sex. About contraception including the condom and pill and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships | The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. To further explore the link between lifestyle choices and emotional and mental wellbeing. | To learn how 'British values' support community cohesion;<br>To learn about the skills and attributes which support community cohesion. To increase understanding of diversity and diversity of values;<br>To evaluate offensive behaviour and how it can be challenged;<br>To learn how to manage conflicting views. |
| 3             | The characteristics and legal status of other types of long-term relationships. LGBTQ+  | To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)   | To learn about the causes and effects of stigma in relation to mental ill-health; To learn how to challenge mental health stigma. To learn how to access relevant support for emotional and mental health issues.               | To learn about the risks of radicalisation and extremism; To learn about the recruitment techniques used by extremist groups.   |

New Topics

# YEAR 11

| Lesson number | Inappropriate relationships  | Sexual Health (self examination, STI's, risky behaviour)  | Health and prevention (De-Fib/ drugs/ alcohol/ organ/ blood donation, vaccines)   | Employability and financial well being   |
|---------------|--|---|---|--|
| 1             | 1. How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.  | About cancer and cancer prevention, including healthy lifestyles and about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS. | How to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR); the purpose of defibrillators and when one might be needed.   | To learn more about the factors that make someone 'employable'; To learn how to 'market' themselves in applications and do well in interviews; To learn about the skills, abilities and qualities that are associated with each 'sector' of jobs.  |
| 2             | 1. What constitutes sexual harassment and sexual violence and why these are always unacceptable. 2. That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. 3. Domestic violence. | To learn about contraception choices and how to negotiate safer sex; To learn about circumstances that might lead to unprotected sex and the consequences and choices that might result from it; to learn about services that are available to young people who have had unprotected sex, including those who have become pregnant. | About the science relating to blood, organ and stem cell donation. Explore further the purpose and importance of immunisation and vaccination (the importance of vaccination against HPV infection and cervical screening).                               | To learn about the effects of debt on an individual and their relationships; To learn about alternative methods to prevent and respond to debt. To learn about the relationship between gambling and debt; To learn about the ethics of accepting money for activities which are illegal or on the borderline of illegality. |
| 3             | The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.  | How the use of alcohol and drugs can lead to risky sexual behaviour.  | To learn about the links between healthy lifestyle choices and the risks associated with certain illnesses; To learn how to analyse the reliability of health information. To learn about giving up harmful substances and the support that is available. | To reinforce expectations of equality of opportunity. To learn about the factors that motivate people to work, including the importance of having goals and aspirations; To relate their current skills, strengths and interests to future career aspirations  |

New Topics