



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
CAREERS	<p>Further explore career and post 16 education and work opportunities.</p> <p>Prepare for work and college applications and interviews</p>	<p>Strengths</p> <p>Skills</p> <p>Qualities</p> <p>Opportunities</p> <p>Interview</p> <p>Personal Statement</p> <p>Employer</p> <p>Employee</p> <p>Responsibility</p> <p>Aspirations</p> <p>SMART targets</p> <p>Pathway</p> <p>Employability</p>	<p>Post 16 options</p> <p>A'Levels</p> <p>Vocational options</p> <p>T Levels</p> <p>Apprentice ships</p> <p>Preparation for mock interview</p> <p>Writing a CV</p> <p>Personal Statement</p>	<p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p>	



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CAREERS	Further explore career and post 16 education and work opportunities. Prepare for work and college applications and interviews	Strengths Skills Qualities Opportunities Interview Personal Statement Employer Employee Responsibility Aspirations SMART targets Pathway Employability	Post 16 options A'Levels Vocational options T Levels Apprentice ships Preparation for mock interview Writing a CV Personal Statement	L11. the benefits and challenges of cultivating career opportunities online L12. strategies to manage their online presence and its impact on career opportunities L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts	
Equality and Discrimination	Pupils will Celebrate Black History Month And recognise why it is important. They will focus on the national chosen themes	Equality Discrimination Prejudice Windrush Immigration Rights Responsibilities	Why we need Black History Month and what it is about.	British Values. R5. the legal rights, responsibilities and protections provided by the Equality Act 2010 R34. strategies to challenge all forms of prejudice and discrimination	



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<p>Body Image</p>	<p>Pupils will</p> <p>Recognise and pre-empt triggers for unhealthy attitudes and behaviours.</p> <p>Explore healthy coping strategies.</p>	<p>Eating disorder</p> <p>Self harm</p> <p>Coping</p> <p>Trigger</p> <p>Cosmetic</p> <p>Aesthetic</p>	<p>Eating disorders</p> <p>Healthy and unhealthy coping strategies.</p> <p>Recognising and pre-empting triggers.</p> <p>Cosmetic and aesthetic procedures</p>	<p>H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help.</p> <p>H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds</p>	



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Online stress and influences	<p>Recognise how the media and internet can affect and influence our behaviours.</p> <p>Be aware of how data is used.</p>			<p>H12. the benefits of having a balanced approach to spending time online</p> <p>H18. the ways in which industries and advertising can influence health and harmful behaviour .</p> <p>L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this</p> <p>L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this</p> <p>L27. strategies to critically assess bias, reliability and accuracy in digital content</p>	
Democracy	<p>Pupils will</p> <p>Understand the Law and Human Rights</p> <p>Take part in Make your Mark Youth Parliament</p> <p>Discuss why people might prioritise certain issues over others.</p>	<p>Democracy</p> <p>Vote</p> <p>Vocabulary relating to social, global and environmental issues.</p> <p>Prioritise</p> <p>Debate</p> <p>Parliament</p>	<p>What is Democracy?</p> <p>Highlighting and discussing what is important to young people and why.</p> <p>Develop a sense that we don't need to be bystanders. We can do something about it.</p>	<p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p>	



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<p>National Apprenticeship Week</p>	<p>Pupils will learn about the various opportunities available to them post 16.</p> <p>explore the benefits of an apprenticeship compared to university.</p> <p>learn where to access more information and how to apply</p>	<p>Apprenticeship</p>	<p>What is an apprenticeship?</p> <p>What apprenticeships are available?</p> <p>Apprenticeship v's University</p> <p>Explore different types of apprenticeship</p> <p>How to apply</p>	<p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p> <p>L8. about employment sectors and types, and changing patterns of employment</p>	



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<p>Health, stress and workload.</p> <p>Balance.</p>	<p>Pupils will</p> <p>Identify a range of healthy lifestyle choices</p> <p>and know what to do if they are worried about themselves or others.</p>		<p>Alcohol, smoking, vaping, drugs.</p> <p>Healthy eating</p> <p>Sleep</p> <p>Exercise</p> <p>Stress management</p> <p>Workload</p> <p>Health management</p> <p>Cancer (prevention) and other illnesses.</p> <p>Work—Life balance</p>	<p>Eating disorders and coping strategies half term 2.</p> <p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>H11. to make informed lifestyle choices regarding sleep, diet and exercise</p> <p>H12. the benefits of having a balanced approach to spending time online</p> <p>H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p> <p>H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</p> <p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p>	



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<p>Health, stress and workload.</p> <p>Balance.</p> <p>(Continued)</p>	<p>Pupils will</p> <p>Identify a range of healthy lifestyle choices</p> <p>and know what to do if they are worried about themselves or others.</p>		<p>Alcohol, smoking, vaping, drugs.</p> <p>Healthy eating</p> <p>Sleep</p> <p>Exercise</p> <p>Stress management</p> <p>Workload</p> <p>Health management</p> <p>Cancer (prevention) and other illnesses.</p> <p>Work—Life balance</p>	<p>H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities</p> <p>H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p> <p>H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p>	



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Financial Literacy	Pupils will be taught about the importance of managing their finances and explore choices and ways of doing this.	Budget Debt Finance Financial planning Save Deposit Interest Instalments	My money personality Understanding money Understanding debt Managing debt Budgeting and Value for Money Bills Gambling	L16. how to effectively budget, including the benefits of saving L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks L18. to recognise and manage the range of influences on their financial decisions L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights L20. the skills to challenge or seek support for financial exploitation in different contexts including online H25. to understand and build resilience to thinking errors associated with gambling (e.g. ‘gambler’s fallacy’) the range of gambling-related harms , and how to access support for themselves or others	



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Financial Literacy	Pupils will be taught about the importance of managing their finances and ways of doing this.	Protection Rights Contract Wage Salary Flexible Full time Part time Zero hours Tax National Insurance Consumer Rights	Money and work Tax and NI contributions Financial dilemmas– borrowing Financial dilemmas– protection against fraudulent activity.	L16. how to effectively budget, including the benefits of saving L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks L18. to recognise and manage the range of influences on their financial decisions L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights L20. the skills to challenge or seek support for financial exploitation in different contexts including online L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts	
Target Setting	Review progress last term based on reports and mock results. Set SMART targets for the coming term.	Strengths Development Aim Target Manageable Achievable Realistic	Use data/ written reports to review progress. Review what makes a good target. Set three targets.	L1. to evaluate and further develop their study and employability skills L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting	



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<p>National Careers Week</p>	<p>Pupils will explore career possibilities</p> <p>Understand how the Labour Market Works and what opportunities are currently available and predicted to be in the future.</p> <p>Understand the qualities and skills needed for the future workplace.</p>	<p>LMI</p>	<p>Labour Market</p> <p>LMI predictions</p> <p>Workplace skills</p>	<p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p> <p>L7. about the labour market, local, national and international employment opportunities</p> <p>L8. about employment sectors and types, and changing patterns of employment</p>	



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RSE	<p>Pupils will</p> <p>Understand and be able to make healthy and responsible relationships, choices and changes.</p> <p>Be aware of where and how to access get help and support.</p>	<p>FGM</p> <p>Honour based</p> <p>Consent</p> <p>Sexual assault</p> <p>Victim blaming</p> <p>Harassment</p> <p>Bullying</p> <p>Abuse</p> <p>Sexual behaviour</p>	<p>FGM & honour based violence.</p> <p>Consent..</p> <p>Sexual assault, harassment and bullying.</p> <p>Influence of drugs and alcohol on sexual behaviour.</p> <p>Pornography</p>	<p>R33. The law relating to ‘honour’-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p> <p>R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</p> <p>R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour</p> <p>R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p>	



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RSE (Continued)	<p>Pupils will understand and be able to make healthy and responsible relationships, choices and changes.</p> <p>Be aware of where and how to access get help and support.</p>	Diverse Intimate intimacy Emotion Contraception STI Myth Misconception Motivation Consequence Responsibly Grief Bereavement Transmission	Relationship types– diversity Intimate relationships– readiness. Birth Control STI’s Relationships– handling emotions Relationship changes.	H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) R2. the role of pleasure in intimate relationships, including orgasms R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences R11. strategies to manage the strong emotions associated with the different stages of relationships R12. to safely and responsibly manage changes in personal relationships including the ending of relationships R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them	



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