



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>2021</p> <p>Post Covid Recovery DfE/ PHE.</p> <p>Mental Health-support, embracing change,.</p> <p>Friendship, positive relationships, loneliness and how to deal with it.</p>	<p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p> <p>H15. the importance of sleep and strategies to maintain good quality sleep</p> <p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p>	<p>Positive relationships.</p> <p>Cancer</p> <p>Prevention.</p> <p>Mental health</p> <p>Bullying.</p> <p>Loneliness</p> <p>FOMO</p> <p>Wellbeing</p> <p>Resilience</p> <p>Covid</p>	<p>Cancer Prevention (Childhood Cancer Awareness Month)</p> <p>Sleep</p> <p>Bullying including online</p> <p>Friendship and positive relationships</p> <p>Loneliness</p> <p>World Mental Health Day</p> <p>Black History Month.</p>	<p>ACE's and EmBrace in year 7</p> <p>H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p>	



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<p>Equality and Discrimination</p>	<p>Celebrate Black History Month And recognise why it is important.</p>	<p>Equality Discrimination Prejudice Windrush Immigration Rights Responsibilities</p>	<p>Why we need Black History Month and what it is about.</p>	<p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people’s attitudes and behaviours</p>	



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Online Safety	<p>Over this half term pupils will look at online safety including online bullying and sharing images.</p> <p>They will continue to look at how they can improve their chances of success at school.</p> <p>This is in line with the statutory PSHE Programme of Study listed in Linked Learning.</p>	<p>Internet</p> <p>Social Networks</p> <p>Healthy online relationships</p> <p>Sexting</p>		H30. how to identify risk and manage personal safety in increasingly independent situations, including online	
Information Technology	<p>Understand how data is collected.</p> <p>Understand the impact of mismanaged data.</p> <p>Protecting yourself online.</p>	<p>Personal data</p> <p>Safe Use</p> <p>Risk</p> <p>Images</p> <p>Support</p> <p>Report</p> <p>Criminality</p> <p>Protection</p> <p>Privacy</p> <p>Personal</p> <p>Sharing</p>	How to stay safe and private online.	<p>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p> <p>L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p>	
Mindfulness	<p>Develop strategies to overcome unhelpful thoughts and worries. These worries can be caused by online and offline influences.</p>	<p>Mindfulness</p> <p>Reflect</p>	<p>Managing unhelpful thoughts</p> <p>The worry tree</p> <p>FOMO and JOMO</p>		



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Anti– bullying including cyber bullying.	Sign of bullying. The roles people play in bullying. What to do about it. The focus of this lesson in anti-bullying week will change according to the national theme each year.	Personal data Safe Use	Anti– bullying week lessons	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R42. to recognise peer influence and to develop strategies for managing it, including online	
Personal Boundaries and Privacy	Unhealthy relationships. Recognising the signs of coercion	Privacy Images Support Report Criminality Protection Personal Sharing	Sharing media and sexting	L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R29. the impact of sharing sexual images of others without consent R30. how to manage any request or pressure to share an image of themselves or others, and how to get help	



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<p>Social Media</p>	<p>Advantages of social media and the internet.</p> <p>How social media can affect your wellbeing.</p>	<p>Engagement</p> <p>Audience</p>	<p>How Social Media and wellbeing Are linked</p>	<p>L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</p> <p>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skill</p> <p>23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views to act on them</p>	
<p>Democracy</p>	<p>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>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>L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p>	



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British Values	<p>Understand</p> <p>What the 5 British Values are.</p> <p>Why we have them</p> <p>How to use them in everyday life in our behaviour, expression of opinions and treatment of others</p> <p>Celebrate them</p>	<p>Democracy</p> <p>Rule of Law</p> <p>Individual Liberty</p> <p>Mutual Respect</p> <p>Tolerance</p> <p>Equality</p>	<p>What are British Values?</p> <p>Where do they come from?</p> <p>Why we are fortunate to live in a country with values.</p> <p>How we can apply them when discussing some controversial topical issues.</p>	<p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p>	
Challenging Discrimination	<p>Understand the consequences of discriminatory language and behaviour.</p> <p>Accept and respect that your view point is not the only one.</p>	<p>Stereotyping</p> <p>Bullying</p> <p>Discrimination</p>	<p>Applying British and Catholic values to discussions and opinion forming.</p>	<p>British Values/ Equality Act</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p>	
Target Setting	<p>Review progress this term.</p> <p>Set SMART targets for the following term.</p>		<p>Use data/ written reports to review progress.</p> <p>Review what makes a good target.</p> <p>Set three targets.</p>	<p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L3. to set realistic yet ambitious targets and goals</p> <p>L6. the importance and benefits of being a lifelong learner</p>	



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Emotional & Physical Health	<p>Over this half term pupils will look at their emotional and physical health and factors affecting it.</p> <p>This is in line with the statutory PSHE Programme of Study</p>	<p>Success</p> <p>Health</p>	<p>Health, exercise and sleep</p> <p>Healthy eating</p> <p>Dental Hygiene</p> <p>Superbugs</p> <p>Vaccines</p>	<p>Health Year 7</p>	
Health, Exercise and Sleep	<p>Links between mental health and physical health.</p> <p>Understand the benefits of a healthy lifestyle.</p> <p>Understand what being healthy involves.</p>	<p>Health</p> <p>Sleep</p> <p>Deprivation</p> <p>Concentration</p> <p>Adrenaline</p>	<p>ACE's recap</p> <p>Effects of stress on the brain and body</p> <p>Healthy and unhealthy activities–balance.</p> <p>The benefits of a healthy lifestyle on all aspects of life.</p>	<p>Health Education KS1,2 and Year 7</p> <p>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>H15. the importance of sleep and strategies to maintain good quality sleep</p> <p>H16. to recognise and manage what influences their choices about physical activity</p>	



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Healthy Eating and Health Risks from a poor diet	<p>Understand the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>Be aware of what might influence decisions about eating a balanced diet and develop strategies to manage eating choices</p>	<p>Health</p> <p>Dental Health</p> <p>Cancer</p> <p>Obesity</p> <p>Balance</p>	<p>Defining healthy and unhealthy food and drink.</p> <p>Making the right choice.</p> <p>Factors affecting what you eat eg economic and how to manage this.</p>	<p>Health Education Year 7</p> <p>H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices</p>	
Dental hygiene	<p>Understand the importance of dental hygiene and looking after you teeth.</p>	<p>Dental</p> <p>Plaque</p> <p>Dentist</p>	<p>Why it is important to look after your teeth.</p> <p>How to access a dentist if you don't have one.</p>	<p>H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection</p> <p>Year 7 Health and puberty</p>	
Accessing Health Services	<p>H19. Recognise the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.</p>	<p>Services</p> <p>Smoking Cessation</p> <p>Support Groups</p> <p>Counselling</p>	<p>Discussion and information on various sources of support for the issues covered during this half term. This will be ongoing throughout the unit of work.</p>	<p>H21. how to access health services when appropriate</p>	



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Vaccinations and infection management.	<p>Understand how some illness can be treated with ,antibiotics and others prevented with .vaccines</p> <p>Form an opinion about the importance and necessity of vaccinations.</p> <p>Covid</p>	<p>Superbug</p> <p>Vaccine</p> <p>Anti-vaxxers</p> <p>Hygiene</p> <p>Antibodies</p>	<p>Advantages and disadvantages of vaccines.</p>	<p>H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society</p>	
Careers National Apprenticeship Week	<p>Explore future career opportunities</p>	<p>Apprentice</p> <p>Apprenticeship</p>	<p>National Apprenticeship Week</p>	<p>L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process</p> <p>L8. about routes into work, training and other vocational and academic opportunities, and progression routes</p> <p>L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p>	



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<p>CAREERS</p> <p>START</p>	<p>Pupils will learn</p> <p>where to get career's advice</p> <p>about kinds of jobs available</p> <p>and</p> <p>how to plan for the future</p>	<p>Strategy</p> <p>Plan</p> <p>Identity</p> <p>Careers</p>	<p>START enrolment</p> <p>National Careers Week & virtual career's fair</p> <p>Types of jobs available</p> <p>Stereotyping jobs</p> <p>Making decisions</p> <p>Making plans for the future</p>	<p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L3. to set realistic yet ambitious targets and goals</p> <p>L4. the skills and attributes that employers value</p> <p>L5. the skills and qualities required to engage in enterprise</p> <p>L6. the importance and benefits of being a lifelong learner</p> <p>L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process</p> <p>L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p> <p>L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p>	



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<p>Careers</p> <p>National Careers Week</p>	<p>Explore future career opportunities</p> <p>Understand how the labour market works</p>	<p>Apprentice</p> <p>Apprenticeship</p> <p>Stereotype</p>	<p>National Apprenticeship Week</p> <p>Changes in the labour market.</p> <p>Jobs available</p> <p>How to plan for your future career.</p>	<p>L3. to set realistic yet ambitious targets and goals</p> <p>L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process</p> <p>L8. about routes into work, training and other vocational and academic opportunities, and progression routes</p> <p>L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p>	



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Risk Taking	<p>Assess and evaluate risks .</p> <p>Be able to make informed choices</p> <p>Evaluate the possible impact of taking a risk, on yourself & on others.</p>	<p>Risk</p> <p>Safety</p>	<p>Road Safety</p> <p>Alcohol</p> <p>Drugs</p>	<p>H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>H27. the personal and social risks and consequences of substance use and misuse including occasional use</p> <p>H28. the law relating to the supply, use and misuse of legal and illegal substances</p> <p>H29. about the concepts of dependence and addiction including awareness of help to overcome addictions help to overcome addictions</p> <p>H30. how to identify risk and manage personal safety in increasingly independent situations, including online</p> <p>H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p>	



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Be Kind	<p>Reflect on how name calling could make someone feel.</p> <p>Understand the importance of equality and dignity in the workplace.</p>	<p>Kind</p> <p>Appropriate</p> <p>Acceptable</p> <p>Assault</p> <p>Equality</p> <p>Dignity</p> <p>Impact</p>	<p>The law and name calling/ physical assault</p> <p>The impact on the victim</p>	<p>Equality Act 2010</p> <p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of and faith-based prejudice</p>	



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First Aid	Recognise the signs of <ul style="list-style-type: none"> • An allergic reaction • An asthma attack Understand how to respond appropriately and seek help.	Casualty Allergy Severe Histamine Auto injector Respiratory Inhale	Allergies & severe allergic reactions. Asthma a& asthma attacks	H33. how to get help in an emergency and perform basic first aid,	



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Diversity	<p>Understand and respect diversity.</p> <p>Offer support and help</p> <p>Know where to get support and help.</p>	<p>Refugee</p> <p>Lesbian</p> <p>Gay</p> <p>Bisexual</p> <p>Transexual</p> <p>Homophobia</p> <p>Transphobia</p> <p>Biphobia</p> <p>Racism</p> <p>Empathy</p>	<p>Refugee Week</p> <p>LGBTQ+ Week</p>	<p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>R4. the difference between biological sex, gender identity and sexual orientation</p> <p>R5. to recognise that sexual attraction and sexuality are diverse</p>	



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RSHE	<p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help</p> <p>H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p>	<p>Loneliness</p> <p>Anxiety</p> <p>OCD</p> <p>Depression</p> <p>Eating disorders</p> <p>Self harm</p> <p>Body image</p> <p>Healthy coping strategies</p>	<p>Sleep</p> <p>Building Connections</p> <p>Anxiety</p> <p>OCD</p> <p>Depression</p> <p>Eating disorders</p> <p>Self harm</p> <p>Body image</p> <p>Healthy coping strategies</p>	<p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concern</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</p> <p>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>H15. the importance of sleep and strategies to maintain good quality sleep</p>	