



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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Equality and Discrimination	Celebrate Black History Month And recognise why it is important.	Equality Discrimination Prejudice Windrush Immigration Rights Responsibilities	Why we need Black History Month and what it is about.	R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice 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	



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Online Safety	<p>Over this half term pupils will look at online safety including online grooming and sharing images.</p> <p>They will look at protecting their data and online profile and the pressures of gambling, advertising and financial decisions.</p> <p>This is in line with the statutory PSHE Programme of Study listed in Linked Learning.</p>	<p>Safety</p> <p>Wellbeing</p> <p>Gambling</p> <p>Debt</p> <p>Success</p> <p>Planning</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>H30. how to identify risk and manage personal safety in increasingly independent situations, including online</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>	
Protecting your data	<p>Understand how quickly data and identity theft can happen.</p> <p>How to protect yourself from this</p>			<p>L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</p> <p>L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</p>	
Fraud	<p>Understand how to recognise if they are being exploited financially and what to do about it.</p>			<p>L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p>	



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Gambling	<p>Understand</p> <p>The law and gambling.</p> <p>The risks involved</p> <p>Where to get help</p>	<p>Advice</p> <p>Support</p>		L15. to assess and manage risk in relation to financial decisions that young people might make	
Anti-bullying Peer pressure	<p>Understand the different roles people play in bullying.</p> <p>Where to get help.</p> <p>How to help</p> <p>This lesson will vary, depending on the national Anti-Bullying Campaign theme.</p> <p>Where to get help.</p>	<p>Pee pressure</p> <p>Bystander</p> <p>Onlooker</p> <p>Victim</p> <p>Perpetrator</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>R42. to recognise peer influence and to develop strategies for managing it, including online</p>	
Grooming	<p>Understand the dangers of being exploited on and offline.</p> <p>Recognise the signs and how difficult it can be to recognise you are being groomed.</p> <p>Know how to report it or help someone else.</p> <p>These lessons will involve watching the video clip of a true case</p> <p>Kayleigh's Love Story.</p>	<p>Grooming</p> <p>Exploitation</p> <p>Trust</p>		<p>R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p> <p>L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p>	



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<p>Sexting</p>	<p>Understand the implications of sharing images involving a minor.</p> <p>Recognise healthy and unhealthy relationships and friendships.</p> <p>Reflect on their digital footprint</p> <p>Reflect on decision making</p> <p>Understand where to get help</p>	<p>Explicit</p> <p>Inappropriate</p>		<p>R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</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	Understand What the 5 British Values are. Why we have them How to use them in everyday life in our behaviour, expression of opinions and treatment of others Celebrate them	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance Equality	What are British Values? Where do they come from? Why we are fortunate to live in a country with values. How we can apply them when discussing some controversial topical issues.	R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice 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	
Challenging Discrimination	Understand the consequences of discriminatory language and behaviour. Accept and respect that your view point is not the only one.	Stereotyping Bullying Discrimination	Applying British and Catholic values to discussions and opinion forming.	British Values/ Equality Act R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice	
Target Setting	Review progress this term. Set SMART targets for the following term.		Use data/ written reports to review progress. Review what makes a good target. Set three targets.	L2. to review their strengths, interests, skills, qualities and values and how to develop them L3. to set realistic yet ambitious targets and goals L6. the importance and benefits of being a lifelong learner	



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Getting careers advice	Ensure pupils know where career's advice is available in school.		Information given.	<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>	
My skills and strengths	<p>Pupils identify their strengths and areas of interest.</p> <p>And</p> <p>What is important to them .</p>			<p>Target setting HT 2.</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>	
Options	<p>Pupils understand the options process at Blessed Trinity.</p> <p>Understand why some choices are better than others.</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>L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p>	



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The Job market	Find out about work opportunities with a direct link to the locality.	Employment Career Skills Education		L8. about routes into work, training and other vocational and academic opportunities, and progression routes	
START- Careers platform	Sign up to the SMART platform and complete the steps to gain a better insight into career possibilities.	Plan Advice Support	The platform will be introduced in school and log in details sent individually to pupils. As movement in school has to be Covid safe, and is limited as a result, pupils will be expected to set this up at home/ in their own time.	L8. about routes into work, training and other vocational and academic opportunities, and progression routes L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life L4. the skills and attributes that employers value L5. the skills and qualities required to engage in enterprise 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 L12. about different work roles and career pathways, including clarifying their own early aspirations	



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<p>Careers</p> <p>National Apprenticeship Week</p>	<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>Health, risk taking and Substance Misuse.</p>	<p>Over this half term pupils will look at risky behaviour and making informed decisions.</p> <p>They will explore the effects of legal and illegal drugs, risk management and the legal implications.</p> <p>This is in line with the statutory PSHE Programme of Study listed in Linked Learning.</p> <p>They will also cover some basic First Aid</p>	<p>Abuse</p> <p>Misuse</p> <p>Overdose</p> <p>Possession</p> <p>Supply</p> <p>Intent</p> <p>Psychoactive</p> <p>Hallucinogen</p> <p>Dissociative</p>	<p>Risk taking and alcohol</p> <p>Cannabis</p> <p>Ketamine</p> <p>MDMA</p> <p>LSD</p> <p>NOS</p> <p>The law and drugs</p> <p>First Aid –drugs and alcohol</p>	<p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</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>H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p>R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations</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>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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Understanding Money	Understand how money works, and why we need it. Understand terminology relating to finance.	Bankrupt Budget Credit Expenditure Income Mortgage Outgoings Overdraft Payslip Salary Utilities Tax	Money terms Pay Slips Tax Budgeting Saving Borrowing	L15. to assess and manage risk in relation to financial decisions that young people might make L16. about values and attitudes relating to finance, including debt L17. to manage emotions in relation to money	



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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 legal consequences of 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 and faith-based prejudice</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of</p>	



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<p>Risks and managing peer pressure</p>	<p>Evaluate risks and strategies to reduce the risk and increase personal safety.</p> <p>Examine strategies to resist peer pressure</p>	<p>Risks</p> <p>Safety</p> <p>Assess</p> <p>Influence</p> <p>Responsibility</p>	<p>Road Safety</p> <p>Peer pressure</p>	<p>H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</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> <p>13. 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 relationship</p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p>	



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First Aid	Learn basic First Aid for dealing with choking and head injuries.	Choking Unresponsive Responsive Severe	Head Injuries Choking	H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	
Diversity	Understand and respect diversity. Offer support and help Know where to get support and help.	Refugee Lesbian Gay Bisexual Transsexual Homophobia Transphobia Biphobia Racism Empathy	Refugee Week LGBTQ+ Week	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise that sexual attraction and sexuality are diverse	



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RSHE	<p>Develop a greater awareness of what makes a healthy relationship.</p> <p>Understand the law on consent.</p> <p>Offer support and help</p> <p>Know where to get support and help.</p>	<p>Consent</p> <p>Emotional abuse</p> <p>Coersion</p> <p>Manipulation</p> <p>Unrealistic</p> <p>Pornography</p>	<p>Commitment</p> <p>Characteristics of healthy relationships.</p> <p>Characteristics of unhealthy relationships.</p> <p>Consent</p> <p>Pornography</p>	<p>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>R9. to clarify and develop personal values in friendships, love and sexual relationships</p> <p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationship</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex.</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p>	



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