



Year 5						
T r a n s i t i o n  & B a s e l i n e	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p><b>Topic:</b> What makes a good citizen?</p> <p><b>Overview:</b> In this unit, students learn what it means to be a responsible citizen and how their actions can impact their community. They explore the role of rules and laws in protecting rights and promoting fairness, and consider the importance of respect, inclusion, and challenging prejudice. The unit encourages students to understand their responsibilities and find ways to contribute positively to their school, local, and wider communities.</p> <p><b>British Values:</b> This unit teaches students how to be responsible, active, and respectful members of society, which is at the heart of British values.</p> <p><b>Protected Characteristics:</b> This shows that the unit actively promotes equality, inclusion, and anti-discrimination, aligning with the protected characteristics.</p>	<p><b>Topic:</b> Are we all born equal?</p> <p><b>Overview:</b> In this unit, students explore the concept of equality and human rights, including the rights of children. They learn how people's experiences and opportunities can differ and the importance of fairness, respect, and inclusion. The unit encourages students to recognise and challenge prejudice, discrimination, and stereotypes, and to understand how their actions can promote equality and support others in their community.</p> <p><b>British Values:</b> This maps clearly how the unit develops responsible, respectful, and active citizens in line with the core British values.</p> <p><b>Protected Characteristics:</b> This shows that the unit actively addresses fairness, equality, and inclusion across all protected characteristics, while teaching students how to challenge prejudice and discrimination in their communities.</p>	<p><b>Topic:</b> Is everyone as rich as they appear online?</p> <p><b>Overview:</b> This topic helps students understand that online portrayals of wealth may be misleading and encourages them to make informed, responsible choices about spending, saving, and resisting financial pressures from social media.</p> <p><b>British Values:</b> This unit develops responsible, informed, and respectful decision-making in line with the core British values.</p> <p><b>Protected Characteristics:</b> This shows the unit actively promotes inclusion, fairness, and awareness of diversity in the context of money management and social media influence.</p>	<p><b>Topic:</b> What is the best fuel for my body?</p> <p><b>Overview:</b> In this unit, students will learn about the importance of a balanced diet and regular exercise for maintaining physical health and wellbeing. They will explore how food and activity affect the body and mind, reflect on their own lifestyle choices, and develop strategies to make healthier decisions.</p> <p><b>British Values:</b> The unit develops responsible, respectful, and informed decision-making in line with British values.</p> <p><b>Protected Characteristics:</b> This shows the unit actively promotes fairness, inclusion, and respect for diversity while teaching students to make healthy lifestyle choices.</p>	<p><b>Topic:</b> Who keeps us safe?</p> <p><b>Overview:</b> In this unit, students learn how to stay safe at school, in the community, and online. They explore the roles of community workers, such as police, firefighters, and paramedics, strategies for managing risk, and how to respond safely to pressures or harmful situations. The unit also covers online safety, including protecting personal information, recognising misleading content, and making positive digital choices. Pupils need to be made aware of age restrictions of social media.</p> <p><b>British Values:</b> The unit develops responsible, aware, and respectful citizens who understand both personal freedoms and the rules that protect their community.</p> <p><b>Protected Characteristics:</b> This shows the unit actively promotes inclusion, fairness, and protection for all students while teaching strategies for real-world and online safety.</p>

<p><b>Purpose of unit &amp; links:</b> The purpose of this topic is to help students develop an understanding of their role as responsible citizens, appreciate the value of laws, rights, and fairness, and build the knowledge, skills, and attitudes needed to contribute positively to their communities.</p>	<p><b>Purpose of unit &amp; links:</b> The purpose of this topic is to help students understand the concept of equality and human rights, recognise that people’s experiences and opportunities can differ, and develop the knowledge, skills, and attitudes to challenge prejudice, discrimination, and stereotypes. It aims to empower students to promote fairness, respect, and inclusion in their communities.</p>	<p><b>Purpose of unit &amp; links:</b> The purpose of this topic is to help students think critically about online portrayals of wealth, understand their influence on self-esteem and spending, and develop the skills to make responsible financial and digital choices. This unit is developed to encourage children to begin to have a healthy relationship with money and begin to understand the dangers of overspending.</p>	<p><b>Purpose of unit &amp; links:</b> The purpose of this topic is to help students understand the importance of maintaining good physical health through balanced nutrition and regular exercise. It aims to develop their awareness of how lifestyle choices affect their body and wellbeing, and to equip them with the knowledge and strategies to make healthy, informed decisions about diet and physical activity.</p>	<p><b>Purpose of unit &amp; links:</b> The purpose of this unit is to help students understand how to stay safe in different environments—at school, in the community, and online. It aims to develop their awareness of the roles of community workers who protect and support people, teach strategies for managing risk, and equip students with the knowledge and skills to make safe, responsible, and informed choices. .</p>	<p><b>Purpose of unit &amp; links:</b> The purpose of this topic is to help students understand and navigate healthy relationships, recognise and respond to the changes that occur during puberty, and develop an awareness of personal boundaries and consent. It aims to equip students with the knowledge, skills, and confidence to make safe, respectful, and responsible choices in their interactions with others.</p>
<p><b>Subject knowledge:</b> Wellfield rules. Transition activities <b>Citizenship and Community</b></p> <ul style="list-style-type: none"> <li>Understand what it means to be a responsible citizen.</li> <li>Recognise the roles and responsibilities of individuals in a community.</li> <li>Learn how rules and laws protect people’s rights and promote fairness.</li> </ul> <p><b>Rights and Respect</b></p> <ul style="list-style-type: none"> <li>Explore the importance of respecting diversity, inclusion, and the rights of others.</li> <li>Recognise and challenge stereotypes,</li> </ul>	<p><b>Subject knowledge:</b> Students learn:</p> <p><b>Understanding Equality and Rights</b></p> <ul style="list-style-type: none"> <li>Learn what equality means and why it is important.</li> <li>Understand basic human rights, including the rights of children.</li> <li>Recognise that people’s experiences and opportunities can differ.</li> </ul> <p><b>Challenging Inequality</b></p> <ul style="list-style-type: none"> <li>Identify and challenge prejudice, discrimination, and stereotypes.</li> <li>Explore how unfair treatment affects individuals and communities.</li> </ul>	<p><b>Subject knowledge:</b> Students learn:</p> <p><b>Critical Thinking Online</b></p> <ul style="list-style-type: none"> <li>Understand that online portrayals of wealth may be exaggerated or misleading.</li> <li>Develop skills to question and critically evaluate what they see on social media.</li> </ul> <p><b>Impact on Self-Esteem and Behaviour</b></p> <ul style="list-style-type: none"> <li>Recognise how online content can influence feelings, aspirations, and spending choices.</li> <li>Understand the potential pressures to overspend or compare themselves to others.</li> </ul> <p><b>Money Management Skills</b></p> <ul style="list-style-type: none"> <li>Begin to develop a healthy relationship with money.</li> <li>Learn about responsible spending, saving, and</li> </ul>	<p><b>Subject knowledge:</b> Students learn:</p> <p><b>Understanding Nutrition</b></p> <ul style="list-style-type: none"> <li>Identify the components of a balanced diet and their role in growth, energy, and overall health.</li> <li>Understand how different foods and nutrients affect the body and mind.</li> <li>Recognise the influence of media, advertising, and peer pressure on food choices.</li> </ul> <p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>Understand the importance of regular exercise for physical and mental wellbeing.</li> <li>Explore different types of physical activity and how they benefit the body.</li> </ul>	<p><b>Subject knowledge:</b> Students learn:</p> <p><b>Understanding Safety</b></p> <ul style="list-style-type: none"> <li>Recognise ways to stay safe at school, in the community, and online.</li> <li>Identify potential risks and learn strategies to manage them.</li> <li>Understand how pressures and influences can affect safety.</li> </ul> <p><b>Community Workers and Roles</b></p> <ul style="list-style-type: none"> <li>Learn about the roles of community workers who help keep people safe, such as police officers, firefighters, paramedics, and local authorities.</li> </ul>	<p><b>Subject knowledge:</b> Students learn:</p> <p><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>Understand different types of relationships, including friendships and family connections.</li> <li>Develop skills in respect, kindness, and positive communication.</li> <li>Recognise the qualities of healthy and supportive relationships.</li> </ul> <p><b>Puberty and Physical Changes</b></p> <ul style="list-style-type: none"> <li>Learn about the physical and emotional changes that occur during puberty.</li> <li>Use accurate terminology for</li> </ul>

prejudice, and discrimination.

**Active Participation**

- Understand how their actions affect others in the community.
- Learn ways to contribute positively to their school and local community.

**Promoting Fairness and Inclusion**

- Understand how their actions can promote fairness and respect.

avoiding unnecessary financial risks.

- Understand the dangers of overspending and making impulsive financial decisions.

**Responsible Digital Choices**

- Make informed and safe decisions when engaging with online content.
- Recognise the connection between digital habits and financial wellbeing.

**Healthy Lifestyle Choices**

- Reflect on personal eating habits and physical activity levels.
- Develop strategies to make healthier lifestyle choices.
- Recognise the link between healthy eating, exercise, and long-term wellbeing.

- Understand how these workers support safety and wellbeing in the community.

**Online Safety**

- Understand the risks of sharing personal information or images online.
- Recognise misleading or harmful online content.
- Make positive and safe digital choices.

**Personal Responsibility**

- Reflect on how their actions can keep themselves and others safe.
- Develop skills to make responsible and informed decisions in different situations.

body parts and understand the importance of hygiene and self-care.

- Understand how these changes can affect emotions and behaviour.

**Personal Boundaries and Consent**

- Understand personal boundaries and how to respect the boundaries of others.
- Learn strategies for expressing needs and saying no appropriately.
- Recognise how to respond safely in situations where boundaries are challenged.

**Emotional Awareness and Decision-Making**

- Reflect on feelings and behaviours in relationships.
- Develop empathy and strategies for managing conflicts or difficult situations.
- Make safe and responsible choices in their interactions with others.

	<p><b>Coherence:</b> The transition between first and middle school and being part of a community.</p> <p><b>Communication:</b> Discussion activities, group and paired work</p> <p><b>Creativity:</b> creating a 'who we are' class/ community collage</p> <p><b>Compassion:</b> thinking about the needs of others in our community .</p> <p><b>Community:</b> Learning about what it means to be part of a community.</p>	<p><b>Coherence:</b> Builds on the previous unit of community - expanding to the wider diversity of society</p> <p><b>Communication:</b> discussion, group, paired work, written tasks</p> <p><b>Creativity:</b>Artwork exploring differences/ stereotypes</p> <p><b>Compassion:</b>showing compassion/ tolerance towards others including those who are different to themselves</p> <p><b>Community:</b> Looking at diversity in our own communities and in modern day society.</p>	<p><b>Coherence:</b> Make links with children's experiences of money.</p> <p><b>Communication:</b>Exploring images in the media and how these affect our view of money</p> <p><b>Creativity:</b> Explore their own enterprise ideas ( Enterprise workshop)</p> <p><b>Compassion:</b> Considering those who may have issues with money and the problems it can cause them.</p> <p><b>Community:</b> How the money we spend can affect those living in the community around us.</p>	<p><b>Coherence:</b> Links with Year 5 Science topic : Animals including humans</p> <p><b>Communication:</b> Discussion work, group and paired work, creation of persuasive leaflets</p> <p><b>Creativity:</b> designing healthy living posters/ persuasive film clips</p> <p><b>Compassion:</b> Showing compassion towards those whose health has been negatively impacted</p> <p><b>Community:</b> Options that are available to them in the Wellfield community to help them stay healthy (sporting clubs etc...)</p>	<p><b>Coherence:</b> Connections with previous unit who makes up a community to include the importance of emergency workers</p> <p><b>Communication:</b> Group work, discussion tasks</p> <p><b>Creativity:</b></p> <p><b>Compassion:</b> Considering the characteristics that emergency workers need to have to take on their role.</p> <p><b>Community:</b> What is needed to make a safe community?</p>	<p><b>Coherence:</b> links with science units</p> <p><b>Communication:</b> Discussions, group work, paired work</p> <p><b>Creativity:</b></p> <p><b>Compassion:</b>Considering how we should treat others we are in relationships with</p> <p><b>Community:</b>Thinking about what makes a healthy relationship</p>
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**Year 6**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Topic:</b> Do we all have the same rights? Are rules important?</p>	<p><b>Topic:</b> Are all risks worth it?</p>	<p><b>Topic:</b> How can I make safe and responsible choices when playing online games and using digital platforms?</p>	<p><b>Topic:</b> What is anti-social behaviour?</p>	<p><b>Topic:</b> How do I keep my mind and body healthy?</p>	<p><b>Topic:</b> Are all relationships the same?</p>
<p><b>Overview:</b> In this unit students learn about why laws are made and who makes them. They also learn about the importance of human rights and the rights of the child. Building on from the year 5 topic ‘Are we all born equal?’, students will learn to recognise and challenge stereotypes, prejudice, and harmful behaviours, address everyday sexism and misogyny, and promote respect for diversity.</p> <p><b>British Values:</b> The unit develops informed, responsible, and respectful citizens who understand their rights, responsibilities, and the importance of equality.</p> <p><b>Protected Characteristics:</b> This shows the unit actively promotes equality, challenges discrimination, and encourages respect for all protected characteristics.</p>	<p><b>Overview:</b> In this unit students consider how they are able to stay safe both in school, in the wider community and online. They are given the opportunity to think about strategies for keeping safe and managing risk and to consider the different influences and pressures that may be placed on them . Students will understand the risks of sharing personal information and images online, including the consequences of online sharing and the pressures that can influence their decisions, and know how to respond safely. Students will apply critical thinking to online content by recognising online pressure, identifying fake or misleading content, avoiding unsafe sharing, and making positive digital choices.</p> <p><b>British Values:</b> The unit develops responsible, respectful, and informed students who can navigate real-world and digital environments safely while understanding their rights and responsibilities.</p> <p><b>Protected Characteristics:</b> This shows the unit actively promotes inclusion, fairness, and protection for all students while teaching strategies for safe, responsible decision-making in</p>	<p><b>Overview:</b> In this unit, students will learn about the potential risks associated with online gaming and video game monetisation, including in-game purchases, loot boxes, scams, fraud, and other financial harms. They will also develop an understanding that gaming can become addictive, and explore why certain online platforms and age-restricted games may carry financial or behavioural risks. The unit will support students to make safe, informed choices when engaging with digital games and platforms. Pupils need to be reminded of age restrictions surrounding different social media platforms and why they’re there.</p> <p><b>British Values:</b> The unit develops responsible, informed, and respectful digital citizens who understand their rights, responsibilities, and the risks of online gaming.</p> <p><b>Protected Characteristics:</b> This unit promotes fairness, inclusivity, and protection for all students by providing guidance on safe, responsible, and age-appropriate engagement with online gaming, supporting diverse abilities, identities, and backgrounds while encouraging informed decision-making and digital wellbeing.</p>	<p><b>Overview:</b> In this unit, students will explore anti-social behaviour and its impact on wellbeing. They will learn strategies for responding to aggressive behaviours, both in person and online, and understand how the law protects individuals from such behaviour.</p> <p><b>British Values:</b> The unit develops responsible, respectful, and law-aware students who can manage conflict and contribute to a safe community.</p> <p><b>Protected Characteristics:</b> This demonstrates that the unit actively promotes inclusion, fairness, and protection for all students while teaching strategies to manage and prevent anti-social behaviour.</p>	<p><b>Overview:</b> In this unit students will have the opportunity to identify and talk about and manage their feelings. their feelings. They will have the opportunity to come up with strategies to help them manage their emotions and will understand how their feelings affect their behaviour. They will also look at the links between physical and mental health.</p> <p><b>British Values:</b> The unit helps students become responsible, self-aware, and respectful individuals who understand the impact of emotions on behaviour and wellbeing.</p> <p><b>Protected Characteristics:</b> This unit fosters inclusion, fairness, and emotional wellbeing for all students by equipping them with strategies to understand and manage their feelings while promoting both mental and physical health.</p>	<p><b>Overview:</b> In this unit, students will learn about the physical and emotional changes that occur during puberty (including menstrual health), using accurate and appropriate terminology to describe body parts and developmental changes. The unit will also cover the importance of personal hygiene (including menstrual health) and understanding physical development during this stage of growth. In addition, students will explore healthy and respectful relationships, including building positive friendships and family relationships, and developing skills such as respect, kindness and effective communication. Students will also learn about personal boundaries and consent, including how to recognise their own needs and feelings, and how to express these appropriately, including understanding how and when to say no in a respectful and confident way.</p> <p><b>British Values:</b> The unit develops responsible, respectful, and</p>

	both real-world and digital contexts.				<p>confident students who understand their rights, boundaries, and the importance of positive relationships.</p> <p><b>Protected Characteristics:</b> This unit encourages inclusion, respect, and fairness, supporting all students to navigate their physical, emotional, and social development in a safe and confident way.</p>
<p><b>Purpose of unit &amp; links:</b> This unit builds on the study of community in Year 5, with students able to recognise how communities around the world differ but how the UN mandates universal basic rights. The purpose of this unit is to develop students' understanding of why laws are made, who is responsible for making them, and how laws help protect people's rights. Students will explore the importance of human rights, with a particular focus on the rights of the child, and consider how these rights support fairness, safety, and equality in society. Through this learning, students will also be encouraged to recognise and challenge stereotypes, prejudice, and harmful behaviours, including everyday sexism and misogyny, and to promote respect for diversity and others within their community.</p>	<p><b>Purpose of unit &amp; links:</b> The purpose of this unit is to support students to develop the knowledge, skills, and strategies needed to stay safe at school, in the wider community, and online. <b>Computing - Online safety units</b></p>	<p><b>Purpose of unit &amp; links:</b> Through exploring risk management and personal safety, students will learn to recognise and respond to different influences and pressures that may affect their decisions. The unit aims to build students' understanding of the risks associated with sharing personal information and images online, and to strengthen their ability to think critically about online content so they can make safe, informed, and positive digital choices. <b>Computing - Online safety units</b></p>	<p><b>Purpose of unit &amp; links:</b> The purpose of this unit is to help students understand the impact of anti-social and aggressive behaviour on wellbeing. Students will develop strategies to respond safely and effectively to aggression, both in person and online, and gain an awareness of how the law protects individuals from harmful behaviours.</p>	<p><b>Purpose of unit &amp; links:</b> This unit enables students to identify, understand, and manage their emotions. They will develop strategies to regulate their feelings, recognise how emotions affect their behaviour, and explore the links between physical and mental health to support overall wellbeing.</p>	<p><b>Purpose of unit &amp; links:</b> This unit builds on the Y5 unit 'Why is my body special?' and looks in more depth at the reasons why the body changes throughout adolescence. The purpose of this unit is to support students in understanding the physical, emotional, and social changes that occur during puberty. Students will learn to use accurate terminology to describe their bodies and the changes they experience, and will develop knowledge and skills related to personal hygiene and healthy physical development. The unit also focuses on building healthy and respectful relationships, including friendships and family connections, fostering respect, kindness, and positive communication. Additionally, students will learn about personal boundaries and consent, including how to recognise their own needs and</p>

assertively express “no” in safe and appropriate ways.

**Subject knowledge:**  
Students learn:

**Understanding Communities**

- Recognise how communities around the world can differ.
- Understand that the UN mandates universal basic rights for all people.

**Laws and Rights**

- Understand why laws are made and who is responsible for making them.
- Explore how laws protect people’s rights.
- Learn about human rights, with a focus on the rights of the child.
- Understand how these rights support fairness, safety, and equality in society.

**Challenging Inequality and Harmful Behaviours**

- Recognise and challenge stereotypes and prejudice.
- Identify and respond to harmful behaviours, including everyday sexism and misogyny.
- Promote respect for diversity and inclusion within their community.

**Developing Social Awareness and Responsibility**

- Reflect on how their actions impact others in their community.
- Understand the

**Subject knowledge:**  
Students learn:

**Personal Safety**

- Understand how to stay safe in school, in the wider community, and online.
- Learn strategies for keeping safe and managing risk.
- Recognise different influences and pressures that may affect their decisions.

**Online Safety and Digital Responsibility**

- Understand the risks of sharing personal information and images online.
- Learn about the consequences of online sharing.
- Know how to respond safely to online pressures.

**Critical Thinking Online**

- Recognise online pressure and inappropriate influence.
- Identify fake, misleading, or harmful online content.
- Make safe and positive digital choices.
- Avoid unsafe sharing of information or images.

**Subject knowledge:**  
Students learn:

**Understanding Online Gaming Risks**

- Recognise potential risks associated with online gaming and video game monetisation.
- Learn about in-game purchases, loot boxes, scams, fraud, and other financial harms.
- Understand that gaming can become addictive.

**Awareness of Platform and Game Risks**

- Explore why certain online platforms may carry financial or behavioural risks.
- Understand the risks associated with age-restricted games.

**Making Safe and Informed Choices**

- Develop strategies to engage safely with digital games and platforms.
- Learn how to make informed decisions about spending and gaming behaviour.

**Subject knowledge:**  
Students learn:

**Understanding Anti-Social Behaviour**

- Explore what anti-social behaviour is and its impact on wellbeing.
- Understand how the law protects individuals from aggressive or harmful behaviour.

**Responding to Aggression**

- Learn strategies for responding to aggressive behaviours in person.
- Learn strategies for responding to aggressive behaviours online.

**Promoting Safety and Wellbeing**

- Recognise the effects of anti-social behaviour on themselves and others.
- Develop skills to keep themselves and others safe.

**Subject knowledge:**  
Students learn:

**Understanding Feelings**

- Identify and talk about their own feelings.
- Understand how feelings can affect their behaviour.

**Managing Emotions**

- Explore strategies to manage emotions effectively.
- Learn ways to respond positively to challenging feelings.

**Links Between Physical and Mental Health**

- Understand how physical health can affect mental wellbeing.

**Subject knowledge:**  
Students learn:

**Puberty and Physical Development**

- Learn about the changes that occur in their bodies during puberty.
- Use accurate terminology for body parts and physical changes.
- Understand hygiene and how to take care of their bodies.

**Healthy and Respectful Relationships**

- Build positive friendships and family relationships.
- Learn about respect, kindness, and effective communication skills.

**Personal Boundaries and Consent**

- Recognise and understand personal boundaries.
- Learn how to express needs and say no appropriately.

<p>importance of respecting others' rights and promoting equality.</p>					
<p><b>Coherence: Connects with Year 5 work on community</b></p> <p><b>Communication: Class discussions</b></p> <p><b>Creativity: Posters - a world with/ without rules.</b></p> <p><b>Compassion: Consider those who live in places with fewer human rights</b></p> <p><b>Community: The impact that human rights, laws and rules have on the safety of our communities. Being part of a worldwide community.</b></p>	<p><b>Coherence: Links with Year 5 units 'What makes a good citizen' and 'Who keeps us safe?' promoting children's increasing sense of independence</b></p> <p><b>Communication: Discussions and decision making, group and paired work</b></p> <p><b>Creativity: Role playing scenarios and their outcomes</b></p> <p><b>Compassion: Considering the feelings of others and the effects peer pressure can have</b></p> <p><b>Community: Learning what it is to be a responsible member of the community making sensible decisions.</b></p>	<p><b>Coherence: Students will think carefully about how online games and spending in games can affect themselves and others, understanding the link between choices and consequences.</b></p> <p><b>Communication: Students will practice talking about their experiences and worries around gaming, sharing ideas for staying safe with friends, family, and teachers.</b></p> <p><b>Creativity: Students will use creative thinking to find safe and fun ways to enjoy games without spending too much money or taking risks.</b></p> <p><b>Compassion: Students will consider how gaming habits or spending can affect their friends, family, and themselves, and how to support each other.</b></p> <p><b>Community: Students will learn how to behave responsibly in gaming communities, respect others online, and help create a safe and friendly digital space.</b></p>	<p><b>Coherence: Links with previous work on peer pressure and being a responsible member of the community.</b></p> <p><b>Communication: Discussions, decision making, group and paired work</b></p> <p><b>Creativity: role playing scenarios/ freeze frames/ conscience alley/ diary entry from older person's point of view</b></p> <p><b>Compassion: Considering the feelings of those affected by ASB</b></p> <p><b>Community: Thinking about all members of the community including the vulnerable whose well being could be affected by ASB</b></p>	<p><b>Coherence: Connects with previous unit and children's ongoing journey into adolescence</b></p> <p><b>Communication: Group work, individual diaries / emotion charts</b></p> <p><b>Creativity: Look at create ways of improving well being e.g. yoga/ meditation / art therapy</b></p> <p><b>Compassion: Consider how those struggling with their mental well being may be feeling.</b></p> <p><b>Community: think about different people in the community who can help us e.g. school community, counsellors, charity groups etc...</b></p>	<p><b>Coherence: Links to Year 5 unit and deepens knowledge and understanding of the physical and emotional changes their bodies are undergoing.</b></p> <p><b>Communication: Discussion work, group and paired tasks</b></p> <p><b>Creativity:</b></p> <p><b>Compassion: Show compassion and empathy for those who may be in difficult/ dangerous relationships</b></p> <p><b>Community: Have an understanding that members of our community may be experiencing different relationships to our own some of which may be difficult or unsafe.</b></p>

**Year 7**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Topic:</b> How can I shape my future?</p>	<p><b>Topic:</b> Do I always need what I want?</p>	<p><b>Topic:</b> How do my choices affect my future?</p>	<p><b>Topic:</b> How does social media affect our wellbeing, and how can we use it in a healthy way?</p>	<p><b>Topic:</b> Why can I sometimes feel mixed up?</p>	<p><b>Topic:</b> Do all relationships look the same? What is acceptable in a relationship?</p>
<p><b>Overview:</b> In this unit, students will reflect on their own aspirations, goals, and hopes for the future. They will explore the importance of self-esteem, recognise the impact of stereotypes, and understand the difference between wants and needs. Students will also learn about being ethical consumers and gain an introduction to online safety and responsible media use.</p> <p><b>British Values:</b> The unit develops self-aware, responsible, and respectful students who can make informed choices and consider the impact of their actions on themselves and others.</p> <p><b>Protected Characteristics:</b> This shows the unit actively promotes inclusion, fairness, and equality, helping all students reflect on their goals, challenge stereotypes, and make responsible decisions.</p>	<p><b>Overview:</b> In this unit, students explore the principles of financial responsibility and money management. They learn about creating and managing personal budgets, the importance of saving, and the risks and implications of loans and interest. The unit equips students with the knowledge and skills to make informed financial decisions and develop responsible money habits.</p> <p><b>British Values:</b> The unit develops responsible, informed, and respectful students who understand the importance of financial decision-making within the framework of laws, ethics, and personal responsibility.</p> <p><b>Protected Characteristics:</b> This demonstrates that the unit actively promotes inclusion, fairness, and equal opportunity while equipping all students with the skills to manage their finances responsibly.</p>	<p><b>Overview:</b> In this unit, students explore how their everyday choices can impact their long-term health and wellbeing. They examine healthy lifestyle decisions, including balanced diets, exercise, sleep, and the risks associated with drugs, smoking, and vaping. Students also consider the consequences of unhealthy habits and reflect on how making positive choices can support their physical, mental, and emotional wellbeing both now and in the future.</p> <p>Pupils should learn that menstruation is a normal part of puberty, where the body sheds the lining of the uterus about once a month. They should understand basic menstrual hygiene, common symptoms, and the importance of respect and support, helping them feel.</p> <p><b>British Values:</b> The unit develops responsible, informed, and respectful students who understand the impact of lifestyle choices on their physical, mental, and emotional wellbeing.</p> <p><b>Protected Characteristics:</b> This unit promotes inclusion, equality, and respect for all students by providing accessible, age-appropriate guidance on</p>	<p><b>Overview:</b> In this unit, students explore the growing role of social media and online platforms in their daily lives. They learn how to make safe and responsible choices online, including understanding the difference between content that is publicly and privately shared. The unit also examines the positive and negative impacts of social media on self-esteem, body image, and overall wellbeing. Through this learning, students are encouraged to think critically about online content, manage their digital footprint, and develop strategies to maintain a healthy balance between online and offline life.</p> <p>Pupils should be reminded that many social media platforms have age restrictions, usually 13 years old, and that these rules are there to help keep young people safe. These limits exist to protect children’s privacy, reduce exposure to inappropriate content, and make sure users are mature enough to understand how to behave safely online. By understanding why these age limits exist, pupils can make informed choices about when and how to use social media responsibly.</p>	<p><b>Overview:</b> In this unit, students explore the range of emotions they experience during adolescence and the factors that can make them feel confused, overwhelmed, or uncertain. They learn to recognise and name their emotions, understand that it is normal to feel mixed or conflicted at times, and explore how feelings can affect thoughts, behaviour, and relationships. The unit also focuses on strategies to manage emotions, cope with stress, and seek help when needed. Through discussion and reflection, students develop emotional literacy, self-awareness, and resilience, helping them make positive choices for their wellbeing.</p> <p><b>British Values:</b> The unit cultivates self-aware, responsible, and empathetic students by helping them recognise and understand their emotions, develop strategies to cope with stress and uncertainty, build resilience, and make thoughtful, positive choices that support their mental,</p>	<p><b>Overview:</b> In this unit, students explore and celebrate differences in people and families, and examine feelings of friendship, love, and romance during adolescence. They learn about healthy relationships, including boundaries, respect, and the importance of consent, in family, peer, and romantic contexts—both online and offline. The unit also helps students recognise safe and unsafe behaviour, develop strategies to maintain positive relationships, and make informed, responsible choices.</p> <p>Pupils will also think about conflict and resolution in different types of relationships.</p> <p><b>British Values:</b> The unit develops respectful, responsible, and informed students who can navigate relationships safely, celebrate diversity, and manage conflict constructively.</p> <p><b>Protected Characteristics:</b> This unit fosters inclusion, equality, and respect for all</p>

		puberty, menstrual health, healthy lifestyle choices, and wellbeing, supporting diverse abilities, identities, and backgrounds while encouraging responsible decisions and respect for others.	<p><b>British Values:</b> The unit develops responsible, respectful, and informed digital citizens who can critically navigate social media while maintaining their wellbeing and respecting the rights of others.</p> <p><b>Protected Characteristics:</b> This unit promotes inclusion, fairness, and digital wellbeing by equipping all students—regardless of ability, gender identity, family, culture, or sexual orientation—to navigate social media safely, understand privacy and age rules, manage their digital footprint, and maintain a healthy balance while fostering positive self-esteem and respectful online behaviour.</p>	emotional, and social wellbeing.  <b>Protected Characteristics:</b> This demonstrates that the unit actively promotes inclusion, fairness, and emotional wellbeing while equipping all students with the skills to understand and manage their emotions, build resilience, and make positive choices.	students, helping them build positive relationships, recognise and maintain boundaries, and develop the skills to manage and resolve conflict responsibly.
<p><b><u>Purpose of unit &amp; links:</u></b> The purpose of this unit is to help students reflect on their aspirations, goals, and hopes for the future, while developing self-esteem and awareness of how stereotypes can influence choices. It aims to equip students with the knowledge and skills to distinguish between wants and needs, make ethical consumer decisions, and use online media safely and responsibly.</p>	<p><b><u>Purpose of unit &amp; links:</u></b> This topic builds on the KS2 unit ‘Is everyone as rich as they appear?’  The purpose of this unit is to help students understand the principles of managing money responsibly, including budgeting, saving, and the risks associated with loans and interest. It aims to equip students with the knowledge, skills, and awareness needed to make informed financial decisions and develop positive money habits for the future.</p>	<p><b><u>Purpose of unit &amp; links:</u></b> This unit further consolidates the learning from the Year 5 topic ‘What is the best fuel for my body?’  The purpose of this unit is to help students understand how everyday choices, including diet, sleep, exercise, and avoiding harmful substances such as drugs, smoking, and vaping, can affect their long-term health and wellbeing. It aims to equip students with the knowledge and skills to make informed, positive decisions that support their physical, mental, and emotional wellbeing now and in the future.</p>	<p><b><u>Purpose of unit &amp; links:</u></b> The purpose of this unit is to help students use social media and online platforms safely and responsibly, understand how online content can affect self-esteem and wellbeing, and develop the knowledge and strategies to make positive, informed choices in their digital lives.</p>	<p><b><u>Purpose of unit &amp; links:</u></b> The purpose of this unit is to help students understand and manage the complex emotions of early adolescence, recognise how feelings affect thoughts, behaviour, and relationships, and develop strategies to cope with stress, build resilience, and seek support when needed.</p>	<p><b><u>Purpose of unit &amp; links:</u></b> The purpose of this unit is to help students understand and celebrate differences in people and families, and to explore feelings of love, romance, and friendship during adolescence. It aims to develop students’ understanding of healthy and positive relationships, including boundaries, respect, and the importance of consent in friendships, family, and romantic relationships—both online and offline. The unit equips students with the knowledge and skills to maintain safe, respectful relationships, make informed choices, and recognise and respond appropriately to unsafe or unhealthy situations.</p>

<p><b>Subject knowledge:</b> Students learn about:</p> <p><b>Self-Awareness and Aspirations</b></p> <ul style="list-style-type: none"> <li>How to reflect on personal aspirations, goals, and hopes for the future.</li> <li>The role of self-esteem and confidence in achieving goals.</li> <li>How stereotypes can influence choices and behaviour.</li> </ul> <p><b>Making Informed Choices</b></p> <ul style="list-style-type: none"> <li>The difference between wants and needs and how this affects decision-making. How to make responsible and ethical choices as a consumer.</li> <li>Understanding the impact of personal decisions on themselves and others.</li> </ul> <p><b>Responsible Media and Online Use</b></p> <ul style="list-style-type: none"> <li>How to use online media safely and responsibly.</li> <li>Recognising misleading or harmful content online.</li> <li>Developing strategies to manage their digital footprint and make</li> </ul>	<p><b>Subject knowledge:</b> Students learn about:</p> <p><b>Managing Money</b></p> <ul style="list-style-type: none"> <li>How to create and manage a personal budget.</li> <li>The importance of saving and planning for future needs.</li> <li>Understanding income, expenditure, and financial priorities.</li> </ul> <p><b>Understanding Loans and Risks</b></p> <ul style="list-style-type: none"> <li>The risks and implications of taking out loans.</li> <li>How interest works and its impact on repayment.</li> <li>Recognising unsafe or predatory financial practices.</li> </ul> <p><b>Making Responsible Financial Decisions</b></p> <ul style="list-style-type: none"> <li>How to make informed and ethical financial choices.</li> <li>Strategies for developing positive and sustainable money habits.</li> <li>Understanding the consequences of financial decisions on themselves and others.</li> </ul>	<p><b>Subject knowledge:</b> <b>Students learn about:</b></p> <p><b>Healthy Lifestyle Choices</b></p> <ul style="list-style-type: none"> <li>How balanced diets, exercise, and sleep contribute to physical and mental wellbeing.</li> <li>The benefits of maintaining healthy daily routines and habits.</li> <li>How personal choices affect short-term and long-term health outcomes.</li> </ul> <p><b>Risks and Consequences</b></p> <ul style="list-style-type: none"> <li>The effects and risks of drugs, smoking, and vaping.</li> <li>How unhealthy habits can impact wellbeing, relationships, and opportunities.</li> <li>The consequences of ignoring physical and mental health needs.</li> </ul> <p><b>Making Positive Decisions</b></p> <ul style="list-style-type: none"> <li>Strategies to make informed and responsible choices about lifestyle and behaviour.</li> <li>How to reflect on personal habits and develop resilience to peer pressure.</li> <li>How positive choices support overall wellbeing, now and in the</li> </ul>	<p><b>Subject knowledge:</b> <b>Students learn about:</b></p> <p><b>Emotional Wellbeing and Social Media</b></p> <ul style="list-style-type: none"> <li>Understand that social media can have both positive and negative effects on emotional wellbeing.</li> <li>Recognise how comparison, likes, comments, and filters can influence self-esteem.</li> <li>Develop strategies to manage negative feelings linked to social media use.</li> <li>Learn how to seek support for themselves or others.</li> </ul> <p><b>Online Safety and Digital Responsibility</b></p> <ul style="list-style-type: none"> <li>Understand the risks of sharing personal information and images online.</li> <li>Students explore how their own online behaviour can affect their wellbeing and relationships.</li> <li>They learn to recognise risks associated with oversharing personal information or images.</li> <li>Learn that people can make fake posts online.</li> </ul>	<p><b>Subject knowledge:</b> <b>Students learn about:</b></p> <p><b>Understanding Emotions</b></p> <ul style="list-style-type: none"> <li>Recognise and name a wide range of emotions experienced during early adolescence/puberty.</li> <li>Understand that feeling confused, overwhelmed, or uncertain is a normal part of growing up.</li> <li>Explore how emotions can influence thoughts, behaviour, and relationships.</li> </ul> <p><b>Managing Emotions</b></p> <ul style="list-style-type: none"> <li>Develop strategies to manage difficult emotions and cope with stress.</li> <li>Build resilience and self-awareness to support mental wellbeing.</li> </ul> <p><b>Seeking Support</b></p> <ul style="list-style-type: none"> <li>Learn how and when to seek help and support from trusted adults or peers.</li> <li>the causes and triggers for</li> </ul>	<p><b>Subject knowledge:</b> Students learn about :</p> <p><b>Understanding Relationships and Differences</b></p> <ul style="list-style-type: none"> <li>Celebrate and understand differences in people, families, and communities.</li> <li>Explore feelings of friendship, love, and romance during adolescence.</li> <li>Recognise the diversity of relationships, including peer, family, and romantic relationships.</li> </ul> <p><b>Healthy Relationships and Boundaries</b></p> <ul style="list-style-type: none"> <li>Understand what makes a relationship healthy and positive.</li> <li>Learn about boundaries and respect in friendships, family, and romantic relationships.</li> <li>Understand the importance of <b>consent</b> and that it must be freely</li> </ul>
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<p>positive online choices.</p>		<p>future.</p>	<ul style="list-style-type: none"> <li>Explore the implications of fake news and misinformation.</li> </ul> <p><b>Balancing Online and Offline Life</b></p> <ul style="list-style-type: none"> <li>Students learn how to manage their digital footprint and maintain a healthy balance between online and offline activities.</li> <li>They are encouraged to make safe, responsible, and informed choices in their online interactions.</li> </ul>	<p>unhealthy coping strategies such as self-harm and eating disorders and where help can be sought.</p>	<p>given and respected.</p> <p><b>Staying Safe and Making Responsible Choices</b></p> <ul style="list-style-type: none"> <li>Recognise unsafe, unhealthy, or abusive behaviours in relationships, including online.</li> <li>Develop strategies to maintain safe and respectful relationships.</li> <li>Know how and when to seek help or support for themselves or others.</li> </ul>
<p><b>Coherence: Beginning the transition to KS3 considering their own future.</b></p> <p><b>Communication: Discussion work, group work and paired work</b></p> <p><b>Creativity: Students will use creative thinking to plan ways to reach their aspirations, make ethical consumer choices, and solve challenges responsibly.</b></p> <p><b>Compassion: Showing compassion for those around them including those from different groups.</b></p> <p><b>Community: Students will learn how to contribute positively to their school and online communities, making</b></p>	<p><b>Coherence: Connections with children's increasing independence and the need to be financially secure in the future</b></p> <p><b>Communication: Group work, paired work, creating budgets</b></p> <p><b>Creativity: Creating their own budgets - thinking about their future earnings and expenditure/ film clips explaining how interest/ loans and savings work.</b></p> <p><b>Compassion: Considering the implications for those who are not financially secure and those living in poverty.</b></p> <p><b>Community: Thinking about where they spend their money</b></p>	<p><b>Coherence: Connections with previous work on healthy living.</b></p> <p><b>Communication: Group work, paired work, discussions.</b></p> <p><b>Creativity: Role play around different scenarios/ conscience alley/ freeze frames</b></p> <p><b>Compassion: Empathy for those who may have health issues caused by the topics discussed.</b></p> <p><b>Community: Considering the options available in their own community to help with health e.g. clubs, support groups, gyms etc...</b></p>	<p><b>Coherence: Students will think carefully about how their online choices affect their wellbeing, reputation, and relationships, making connections between online actions and real-life consequences.</b></p> <p><b>Communication: Students will practice expressing their thoughts and feelings about social media safely, respectfully, and clearly with peers, family, and teachers.</b></p> <p><b>Creativity: Students will use creative thinking to manage their digital footprint, balance online and offline activities, and respond positively to challenges online.</b></p> <p><b>Compassion: Students will consider how their online</b></p>	<p><b>Coherence: Connections with the changes that are bodies are going through - links with previous KS2 units.</b></p> <p><b>Communication: Group work, paired work , discussion</b></p> <p><b>Creativity:</b></p> <p><b>Compassion: Considering that others may be affected negatively as their bodies are changing.</b></p> <p><b>Community: Where sources of help can be found in their community e.g. school, school nurse, GP , support groups</b></p>	<p><b>Coherence: Links with previous learning about relationships and their role in the community.</b></p> <p><b>Communication: Considering the language choices that we make . Considering which words and phrases are acceptable/ unacceptable.</b></p> <p><b>Creativity: Posters demonstrating safe behaviour</b></p> <p><b>Compassion: Empathising with those who may be part of a different group to ourselves.</b></p> <p><b>Community: Consideration for differences within our</b></p>

<p><b>responsible choices that support both themselves and others.</b></p>	<p><b>e.g. locally vs internet and the effect on our localities ( town centres empty shops etc..)</b></p>		<p><b>behaviour can affect others' feelings, showing empathy and understanding in their interactions.</b></p> <p><b>Community: Students will learn how to contribute positively to online and offline communities, promoting safe, respectful, and supportive spaces for themselves and others.</b></p>		<p><b>community and being aware that communities are made up of people from a wide range of groups.</b></p>
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Year 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Topic:</b> How can I achieve my dreams and make informed choices about my future career?</p>	<p><b>Topic:</b> What are the challenges of 'being different' in modern day Britain?</p>	<p><b>Topic:</b> How can views become too extreme?</p>	<p><b>Topic:</b> How can I stay safe, make responsible choices, and protect myself online?</p>	<p><b>Topic:</b> What choices help me look after my physical health and mental wellbeing?</p>	<p><b>Topic:</b> How can I develop a positive body image and make healthy choices about myself and my relationships?</p>
<p><b>Overview:</b> In this unit, students explore how their skills, interests, and behaviours can shape their future pathways. They develop short- and long-term goal-setting skills, build self-awareness, and use strategies such as mindfulness and reflection to support achievement and resilience. Students are introduced to entrepreneurship, teamwork, and effective communication, understanding how these skills link to the workplace. The unit also explores careers education and financial awareness, including income, expenditure, and the realities of managing money, equipping students to make informed decisions about their future aspirations and opportunities.</p> <p><b>British Values:</b> The unit develops self-aware, responsible, and respectful students who can set goals, make informed decisions, and navigate future opportunities confidently and ethically.</p> <p><b>Protected Characteristics:</b> This unit promotes inclusion, equality, and fairness by</p>	<p><b>Overview:</b> In this unit, students explore how prejudice, bias, and discrimination affect individuals and communities. They learn to recognise different forms of discrimination, including homophobia and bias against young people, and consider real-life scenarios and case studies. Students also examine the importance of inclusion, respect, and empathy in building supportive and equitable environments. Through this learning, they develop the skills to challenge stereotypes and discriminatory behaviours, understand how their own attitudes and actions can influence others, and contribute positively to inclusive communities both online and offline.</p> <p><b>British Values:</b> The unit develops responsible, empathetic, and informed students who can recognise discrimination, challenge stereotypes, and contribute positively to inclusive communities.</p> <p><b>Protected Characteristics:</b> This demonstrates that the</p>	<p><b>Overview:</b> In this unit, students explore what extremism means, how and why extreme ideas can develop, and how these can impact individuals, communities, and society. They learn to recognise signs of radicalisation, including online influences, and understand how extremist narratives can exploit fear, prejudice, or personal vulnerabilities. Students also develop critical thinking skills to evaluate messages and sources, build resilience to harmful content, and learn how to challenge divisive or harmful views safely and respectfully. The unit supports students to understand the importance of shared values, respect for diversity, and active citizenship, and equips them with strategies to seek help, support others, and contribute positively to a safe and inclusive community. Pupils should also learn about extreme views linked to sexism and misogyny.</p> <p><b>British Values:</b> The unit develops responsible, resilient, and critically aware students who can recognise extremist influences, think critically about information, and</p>	<p><b>Overview:</b> In this unit, students learn how to stay safe, responsible, and resilient online. They explore risks such as sharing personal information, encountering misleading or harmful content, and peer pressure. The unit also covers emerging online challenges, including AI-generated images, deepfakes, fake news, and misinformation, helping students recognise and critically evaluate these digital threats. Students develop skills to protect their digital privacy and reputation, respond safely to harmful content, and seek help and support when needed, enabling them to make informed, responsible choices in digital spaces. Pupils should build on their understanding of age restrictions on social media platforms, recognising that most platforms set a minimum age of 13. They should explore why these rules exist, including protecting personal data, reducing exposure to harmful or inappropriate content, and helping young people develop the maturity needed to use online spaces responsibly. Pupils should also consider the</p>	<p><b>Overview:</b> In this unit, students explore the themes of addiction and personal safety, understanding how certain behaviours and substances can affect physical and mental wellbeing. They learn strategies to make safe choices, recognise risky situations, and seek help when needed. The unit also introduces essential life-saving skills, including CPR and basic first aid, equipping students with the knowledge and confidence to respond safely in emergency situations. Pupils should understand that menstruation is a natural and healthy part of puberty and that everyone's experience can be different. They should learn about managing periods safely and hygienically, recognising common symptoms, and supporting themselves and others, so they can make informed, confident, and respectful choices about menstrual health.</p>	<p><b>Overview:</b> In this unit, students explore consent, personal boundaries, and the characteristics of healthy and unhealthy relationships. They learn that consent must be freely given, can be withdrawn at any time, and applies both online and offline. Students develop the skills to recognise and challenge abusive behaviours, including emotional manipulation, coercion, harassment, controlling behaviour, sexism and misogyny, and understand that abuse can occur within peer relationships. The unit also addresses pornography and online sexual content, helping students to understand that such content does not reflect real relationships, consent, or bodies, and to recognise the potential emotional, social, and legal harms. Through this learning, students are supported to make safe, respectful choices and know how and where to seek help if they feel unsafe or concerned. Pupils should learn about the law around relationships and sexual behaviour, including age of consent and illegal acts. They should also learn that contraception helps prevent unplanned pregnancy and some</p>

<p>helping all students gain the skills, awareness, and confidence to make thoughtful, responsible, and informed choices about their careers, finances, and future opportunities.</p>	<p>unit actively promotes inclusion, equality, and respect for all students, equipping them to recognise discrimination, challenge bias, and contribute positively to supportive and inclusive communities.</p>	<p>contribute positively to a safe, inclusive, and respectful community.</p> <p><b><u>Protected Characteristics:</u></b> This unit fosters inclusion, equality, and respect for all students, helping them develop the awareness and skills to identify extremist influences, safely challenge harmful ideas, and actively contribute to a supportive and inclusive community.</p>	<p>risks of using platforms before the recommended age, such as privacy concerns, online pressure, and interactions with strangers, so they can make more informed and responsible choices about their online behaviour.</p> <p><b><u>British Values:</u></b> The unit fosters responsible, informed, and resilient digital citizens, equipping students with the skills to critically assess online content, navigate risks safely, and make ethical, thoughtful decisions in digital environments.</p> <p><b><u>Protected Characteristics:</u></b> This unit actively promotes inclusion, equality, and digital wellbeing, helping all students develop the knowledge and skills to navigate online spaces safely, make informed decisions, and act responsibly.</p>	<p><b><u>British Values:</u></b> The unit develops responsible, confident, and respectful students by equipping them with the skills and knowledge to make safe, informed choices, recognise and manage risks, respond effectively in emergency situations, and approach personal health, wellbeing, and puberty with empathy, understanding, and respect for themselves and others.</p> <p><b><u>Protected Characteristics:</u></b> This demonstrates that the unit promotes inclusion, equality, and wellbeing, helping all students make informed, safe, and respectful choices about their health, safety, and personal development while fostering empathy, resilience, and confidence.</p>	<p>STIs, and that they can access reliable information and support to make safe, responsible choices.</p> <p>This topic will also cover the law around relationships and sexual behaviour, including age of consent and illegal acts.</p> <p><b><u>British Values:</u></b> The unit develops responsible, informed, and respectful students who can navigate relationships safely, understand consent, challenge harmful behaviours, and make ethical choices both online and offline.</p> <p><b><u>Protected Characteristics:</u></b> This demonstrates that the unit actively promotes inclusion, equality, and respect, equipping students with the knowledge, skills, and confidence to navigate relationships safely, make informed choices, and challenge harmful behaviours responsibly.</p>
<p><b><u>Purpose of unit &amp; links:</u></b> The purpose of this unit is to help students understand how their choices, skills, and attitudes influence their future education, career pathways, and financial wellbeing. It aims to develop self-awareness, goal-setting skills, resilience, and financial literacy, while introducing key employability skills such as teamwork, communication, and entrepreneurship. The unit supports students in making informed, aspirational, and realistic decisions about their futures.</p>	<p><b><u>Purpose of unit &amp; links:</u></b> This unit builds on previous work across KS2 and 3 on diversity and is designed to tackle the theme of prejudices and the effects of discrimination. The purpose of this unit is to help students understand the impact of prejudice, bias, and discrimination on individuals and communities. It aims to develop their awareness of protected characteristics, promote respect for diversity, and equip them with the confidence and skills to challenge stereotypes,</p>	<p><b><u>Purpose of unit &amp; links:</u></b> The purpose of this unit is to help students understand what extremism is, why people may be drawn to extreme beliefs, and the impact these beliefs can have on individuals and communities. It aims to develop students' critical thinking, resilience, and awareness of online and offline influences, and to equip them with the knowledge and skills to challenge harmful or divisive views safely. The unit also promotes respect for diversity, shared values, and active citizenship, helping students</p>	<p><b><u>Purpose of unit &amp; links:</u></b> The purpose of this unit is to help students understand the risks and responsibilities of using digital technologies, including emerging challenges such as AI-generated images, deepfakes, fake news, and misinformation. It aims to equip students with the knowledge and skills to protect their digital privacy and reputation, critically evaluate online content, respond safely to harmful material, and seek support when needed, enabling them to make safe, informed, and responsible choices online.</p>	<p><b><u>Purpose of unit &amp; links:</u></b> Building on previous learning about their health in both KS2 and 3. The purpose of this unit is to help students understand the impact of addiction on physical, mental, and emotional wellbeing, and to develop strategies for making safe and responsible choices. It also aims to equip students with essential personal safety skills, including CPR and basic first aid, so they can respond confidently in emergency situations and</p>	<p><b><u>Purpose of unit &amp; links:</u></b> The purpose of this unit is to help students understand consent and personal boundaries, recognise abusive and unhealthy behaviours, and develop the knowledge and confidence to make safe, respectful choices in relationships, both online and offline. It aims to equip students with the skills to challenge harmful influences, understand the risks of pornography, and know how to seek help and support when needed..</p>

<p><b>Careers - Gatsby 1, 2, 3</b></p>	<p>discriminatory language, and harmful behaviours. The unit supports students in building inclusive, respectful relationships and contributing positively to their school and wider community.</p> <p><u>British values</u> <u>SMSC</u></p>	<p>contribute positively to their communities.</p>		<p>support the safety of themselves and others.</p>	
<p><b>Subject knowledge:</b> Students learn about:</p> <p><b>Aspirations and Goal Setting</b></p> <ul style="list-style-type: none"> <li>How to set and review short-term and long-term targets.</li> <li>How self-awareness, reflection, and mindfulness can support achievement.</li> <li>How behaviour, effort, and resilience impact future outcomes.</li> </ul> <p><b>Careers Education</b></p> <ul style="list-style-type: none"> <li>How interests, strengths, and values link to potential career pathways.</li> <li>The range of career routes available, including academic, vocational, and entrepreneurial pathways.</li> <li>The skills and qualities employers value.</li> </ul>	<p><b>Subject knowledge:</b> Students learn about:</p> <p><b>Understanding Prejudice and Discrimination</b></p> <ul style="list-style-type: none"> <li>The meaning of prejudice, bias, stereotyping, and discrimination.</li> <li>How discrimination can affect people's wellbeing and life chances.</li> <li>About protected characteristics, including sexual orientation.</li> </ul> <p><b>Challenging Homophobia and Discrimination</b></p> <ul style="list-style-type: none"> <li>How homophobia and discrimination against young people can present in school and online.</li> <li>The impact of discriminatory language and behaviour.</li> <li>Strategies to challenge prejudice</li> </ul>	<p><b>Subject knowledge:</b> Students learn about:</p> <p><b>Understanding Extremism</b></p> <ul style="list-style-type: none"> <li>What extremism means and how extreme beliefs can develop.</li> <li>How extremist views can affect individuals, communities, and society.</li> <li>The role of prejudice, fear, and exploitation in radicalisation.</li> </ul> <p><b>Recognising Risks and Influences</b></p> <ul style="list-style-type: none"> <li>How extremist narratives can appear online and in person.</li> <li>Signs of radicalisation and manipulative or coercive behaviours.</li> <li>The influence of social media, peers, and propaganda on young people.</li> </ul> <p><b>Critical Thinking and Resilience</b></p> <ul style="list-style-type: none"> <li>How to evaluate messages, sources,</li> </ul>	<p><b>Subject knowledge:</b> Students learn about:</p> <p><b>Online Risks and Safety</b></p> <ul style="list-style-type: none"> <li>Recognise the risks of sharing personal information and images online.</li> <li>Recognise the risk of online scams such as fake websites, emails and deals.</li> <li>Understand how peer pressure and online interactions can influence behaviour.</li> <li>Identify unsafe or harmful online content and situations. They should know that some is illegal and some content promotes misogyny, violence and use of weapons.</li> </ul> <p><b>Digital Literacy and Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Recognise and critically evaluate fake news, misinformation, and</li> </ul>	<p><b>Subject knowledge:</b> Students learn about:</p> <p><b>Understanding Addiction</b></p> <ul style="list-style-type: none"> <li>The effects of addictive behaviours and substances on physical and mental health.</li> <li>How addiction can influence decision-making, relationships, and wellbeing.</li> <li>Strategies to resist peer pressure and make safe, informed choices.</li> </ul> <p><b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>How to recognise risky situations and respond safely.</li> <li>Practical safety strategies for everyday life, both in person and online.</li> </ul>	<p><b>Subject knowledge:</b> Students learn about:</p> <p><b>Body Image and Self-Esteem</b></p> <ul style="list-style-type: none"> <li>Students explore how their own body image and confidence can affect mental and emotional wellbeing.</li> <li>They learn to recognise unrealistic ideals portrayed in media, social media, and advertising.</li> </ul> <p><b>Healthy Relationships and Respect</b></p> <ul style="list-style-type: none"> <li>Understanding body image helps students develop empathy and respect for others.</li> <li>It encourages positive self-talk and reduces the impact of peer pressure or harmful comments.</li> <li>Exploring healthy vs unhealthy relationships, respect, and communication develops skills for positive and safe relationships.</li> <li>Exploring healthy relationships with regards to sexual</li> </ul>

<p><b>Employability Skills</b></p> <ul style="list-style-type: none"> <li>• The importance of teamwork, leadership, and communication in the workplace.</li> <li>• How entrepreneurial thinking supports creativity, problem-solving, and initiative.</li> <li>• How to collaborate effectively and manage responsibilities.</li> </ul> <p><b>Financial Awareness</b></p> <ul style="list-style-type: none"> <li>• The difference between income and expenditure.</li> <li>• How budgeting supports financial stability.</li> <li>• The importance of making informed financial decisions for long-term security.</li> </ul>	<p>safely and appropriately.</p> <p><b>Respect, Inclusion and British Values</b></p> <ul style="list-style-type: none"> <li>• The importance of mutual respect and tolerance in a diverse society.</li> <li>• How empathy and understanding help build inclusive communities.</li> <li>• Their role in promoting equality and standing up for others.</li> </ul> <p><b>Seeking Support and Taking Action</b></p> <ul style="list-style-type: none"> <li>• How to report discrimination or bullying.</li> <li>• Where to seek support for themselves or others.</li> <li>• How to be an active bystander in a safe and responsible way.</li> </ul>	<p>and online content critically.</p> <ul style="list-style-type: none"> <li>• Strategies to resist extremist narratives and harmful peer pressure.</li> <li>• How to make safe, informed choices when encountering extreme content.</li> </ul> <p><b>Active Citizenship and Respect</b></p> <ul style="list-style-type: none"> <li>• Understanding shared values, tolerance, and respect for diversity.</li> <li>• How to safely challenge divisive or harmful views in their community.</li> <li>• Where to seek support for themselves or others who may be at risk.</li> </ul>	<p>misleading content (echoing 2025 edition of KCSiE)</p> <ul style="list-style-type: none"> <li>• Understand AI-generated images and deepfakes and their potential impact, including malicious use.</li> <li>• Develop skills to assess the reliability of online information and sources.</li> </ul> <p><b>Responsible Online Behaviour</b></p> <ul style="list-style-type: none"> <li>• Understand how online behaviour affects personal reputation and wellbeing.</li> <li>• Learn strategies to protect digital privacy and maintain safe online interactions.</li> <li>• Know how and when to seek help and support for themselves or others.</li> </ul>	<ul style="list-style-type: none"> <li>• How and when to seek help or support for themselves or others.</li> </ul> <p><b>Emergency Response Skills</b></p> <ul style="list-style-type: none"> <li>• The importance of CPR and basic first aid in keeping themselves and others safe.</li> <li>• Step-by-step skills to respond in common emergency situations.</li> <li>• Understanding when to involve emergency services and how to act responsibly in a crisis.</li> </ul>	<p>ethics. Consent should also consider kindness, care, needs vulnerabilities and power dynamics, not just simply ‘yes’ or ‘no’.</p> <ul style="list-style-type: none"> <li>• Recognising abuse and coercion helps students understand power dynamics and mutual respect.</li> </ul> <p><b>Online Influences</b></p> <ul style="list-style-type: none"> <li>• Students examine how social media and online content can distort perceptions of beauty, attractiveness, and success.</li> <li>• They learn strategies to critically evaluate online images and messages.</li> <li>• Recognising risks from pornography and online content supports online safety and healthy lifestyle choices. This should also include distorted views on consent, creating a sense of sexual entitlement and normalising harmful and misogynistic behaviours.</li> </ul> <p><b>Making Safe and Responsible Choices</b></p> <ul style="list-style-type: none"> <li>• Linking image to RSE helps students understand the pressures around appearance in relationships and dating.</li> </ul>
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					<ul style="list-style-type: none"> <li>• It supports them in making safe, informed, and respectful decisions about their own bodies and relationships.</li> <li>• Pupils should learn how to seek support, and where and how to report abuse.</li> </ul>
<p><b>Coherence:</b> Understand how skills, behaviours, and choices connect to future pathways and long-term goals.</p> <p><b>Communication:</b> Practice expressing ideas clearly, collaborating with others, and building teamwork skills.</p> <p><b>Creativity:</b> Use problem-solving and entrepreneurial thinking to plan goals and explore career options.</p> <p><b>Compassion:</b> Consider how choices affect themselves and others, showing empathy in teamwork and decision-making.</p> <p><b>Community:</b> Understand their role in the wider community and contribute positively, including making responsible financial choices.</p>	<p><b>Coherence:</b> Understand how prejudice, bias, and discrimination affect people and communities.</p> <p><b>Communication:</b> Share ideas respectfully and discuss strategies to challenge unfair treatment.</p> <p><b>Creativity:</b> Think of ways to promote inclusion and solve problems caused by discrimination.</p> <p><b>Compassion:</b> Show empathy for those affected by bias and consider different perspectives.</p> <p><b>Community:</b> Contribute positively to inclusive, safe, and respectful communities online and offline.</p>	<p><b>Coherence:</b> Connects with increasing independence and ability to form own views and be influenced by the media/ world around them.</p> <p><b>Communication:</b> Consider the role the media / online sites play in prejudices and extremism.</p> <p><b>Creativity:</b> Create film clips/ role plays about prejudices and extremist views.</p> <p><b>Compassion:</b> Showing tolerance and compassion to those from different groups.</p> <p><b>Community:</b> Considering the impact that prejudice and extremist views can have on a community and who they can seek support from.</p>	<p><b>Coherence:</b> Understand how online choices and interactions affect wellbeing, safety, and reputation.</p> <p><b>Communication:</b> Share ideas and concerns safely and respectfully online.</p> <p><b>Creativity:</b> Use critical thinking to identify misleading content, deepfakes, AI-generated images, and fake news.</p> <p><b>Compassion:</b> Consider how online behaviour affects others and show empathy in digital interactions.</p> <p><b>Community:</b> Contribute positively to online spaces, promoting safety, respect, and support for others.</p>	<p><b>Coherence:</b> Builds on previous work on health</p> <p><b>Communication:</b> groups work, discussion</p> <p><b>Creativity:</b> Posters/ film clips/ leaflets</p> <p><b>Compassion:</b> Empathy for those who have not made good choices with their own health or who have health issues</p> <p><b>Community:</b> Being aware of the issues in their own community with health.</p>	<p><b>Coherence:</b> Understand how consent, boundaries, and healthy behaviours affect relationships and wellbeing.</p> <p><b>Communication:</b> Learn to express personal boundaries clearly and discuss concerns safely and respectfully.</p> <p><b>Creativity:</b> Think critically about online content and distinguish it from real-life relationships.</p> <p><b>Compassion:</b> Recognise and respond to abusive behaviours with empathy, considering the feelings and rights of others.</p> <p><b>Community:</b> Contribute to safe, respectful, and supportive relationships both online and offline, and know how to seek help when needed.</p>

## Useful websites for parents to support with health and well-being

### **General Guidance and resources:**

PSHE Association: Offers comprehensive guides for parents on various PSHE topics, including relationships, sex, and health education. <https://pshe-association.org.uk/>

NHS (Healthier Families): Provides advice on healthy eating, exercise, and general wellbeing for families. <https://www.nhs.uk/healthier-families/>

BBC Bitesize: Has PSHE resources for primary school, which can be helpful for parents to understand what is taught.

Primary: <https://www.bbc.co.uk/teach/topics/cqvpy0867zt>

Secondary: <https://www.bbc.co.uk/teach/topics/crgpz7ey4rt>

### **Health and Well-being:**

NHS (Every Mind Matters): Offers tips to help parents support their child's mental health and wellbeing.

<https://www.nhs.uk/every-mind-matters/>

Young Minds: Has an A-Z guide for parents on children's mental health, including a section on social media. <https://www.youngminds.org.uk/>

Created to help young people manage negative body image, low self-worth, and eating difficulties. It is recommended for ages 12 and above. <https://worthwarrior.stem4.org.uk/>

Provides support and advice for people with eating disorders and those caring for people with eating disorders.

<https://www.beateatingdisorders.org.uk/get-information-and-support/get-help-for-myself/i-need-support-now/helplines/>

**Relationships and Sex Education advice for parents:**

Primary:

[Understanding Relationships and Health Education - a guide for primary school parents](#)

Understanding puberty.

[Helping your children understand changes at puberty](#)

There are also some nice videos on BBC Bitesize about puberty and where babies come from here:

[KS2 PSHE: Operation Ouch! How are babies made? \(full programme\) - BBC Teach](#)

Secondary:

## [Understanding Relationships, Sex and Health Education - a guide for secondary school parents](#)

The NSPCC has pages that cover lots of different topics including healthy relationships, sexual behaviours and gender identity.

[How to Talk to Children About Sex & Safety | NSPCC | NSPCC](#)

For sexual health advice the place to look is:

[One to One Centre at Ward 9 North Tyneside General Hospital :: Northumbria Healthcare NHS Foundation Trust](#)

Bereavement support:

Winston's Wish: Provides resources for teaching children about loss and bereavement.

<https://winstonswish.org/>

Provides grief support and resources for parents to use [cruse.org.uk](http://cruse.org.uk)