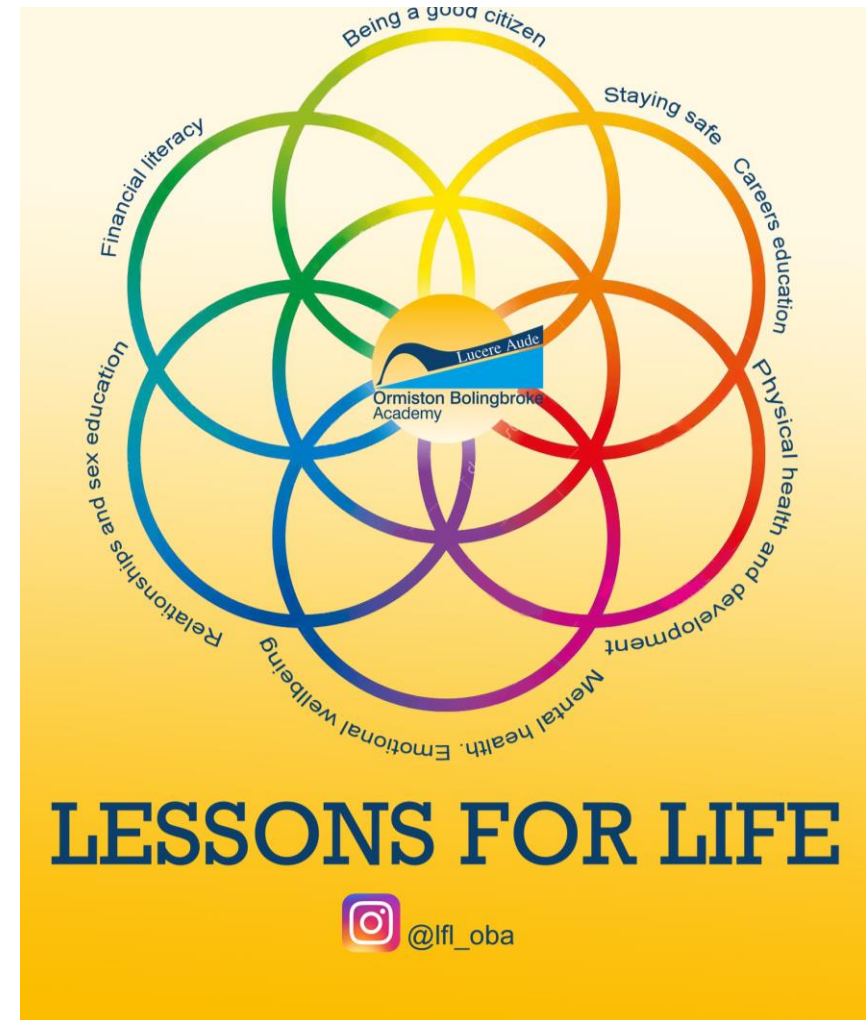


Ormiston Bolingbroke Academy Lessons for Life (PSHE) knowledge organisers

2024 – 2025



Long term plan for all year groups

CURRICULUM DEVELOPMENT PROGRAM: LESSONS FOR LIFE PROGRAMME 2021/2022

Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2						
	7 weeks		7 weeks		5 weeks		6 weeks		6 weeks		7 weeks						
YR 7	OBA Against Bullying <small>ABA</small>		Armistice	Help I'm Hairy! <small>Dental</small>		Me and My Community <small>Coab. Digital</small>		The Web We Want		Fundamental British Values	Water safety	Assessment	Me and My Wellbeing	Inspirational Individuals			
YR 8	Life In Modern Britain <small>Smashed!</small>		Personal Safety <small>Cheshire Fire</small>		Relationships and Identity <small>DRM</small>		You Are What You Eat <small>FRS</small>		Considering My Career <small>Uni Frog</small>		Protected Characteristics						
YR 9	Life In Modern Britain <small>A W Fdn</small>		Street Safety <small>D Fox</small>		Online Safety <small>Police</small>		Courage and Choices - Options Process <small>PAL</small>		Hillsbrough		Money Matters		School Nurse visits	Intimate Relationships			
YR 10	Snagged <small>CELLS</small>		Me and My Body <small>HIV</small>		Uni Frog	Me and My Relationships		Daily Mirror	Equality - Disrespect Nobody	Global Citizenship		Water safety	Enhancing My Employability				
YR 11	Me and My Money	Dare to Shine	Mocks	Me and My Money	Dare to Shine	Preparing for Employment	Keep Calm, Carry On	CVs	Mocks	Prep for Employment	Daily Mirror	NCS	Keep Calm and Carry On	EXAM PERIOD			
		Post 16 IAG	Pre-mocks		Mock results Wellbeing Photos							Exam prep - timetables and stress Pre-exam motivation					
													Shaping Futures	Pre Wex	W Ex	S for S	Shaping Futures

Please note:

Referenced learning outcomes e.g. R38 comes from the [PSHE association](#) programme of study.

Content listed in **red font** represents an input from an external organisation/guest speaker

Content listed in **purple font** represents a learning outcome that has been added following student, staff and/or parental voice

Content lists

Year 7

OBA Against Bullying

Definition of bullying	
Examples of bullying including:	
o physical	
o verbal	
o online	
o threats/intimidation	
o excluding	
o prejudice based and discriminatory (incl protected characteristics)	
Impact of bullying	
o How it can make those who are bullied feel	
o How to deal with these feelings	
How to respond to bullying	
How OBA tackles bullying including:	
o How we respond to the victim	
o Potential consequences	
o Comparison to how bullying is dealt with in adults (eg in the workplace)	
How to report bullying	
What it would mean for bullying to become “socially unacceptable”	
The importance of being an “upstander” rather than a “bystander”	
- How to “call out” bullies and bullying	
o When you see it happening in your year group/school	
o When you see one of your friends being the bully	
R38	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

Help I'm Hairy

H34	H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing
H19	H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.
H20	H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection
H21	H21. how to access health services when appropriate
H1	H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
H5	H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing
H16	H16. to recognise and manage what influences their choices about physical activity
H17	H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices
H18	H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

Me and My Community

Start with "me"

About me, S&W, dreams etc

Then "my family"

Types of family,

Then "my community"

Citizenship themes, volunteering etc

Who lives here?

R35

R35. the roles and responsibilities of parents, carers and children in families

Expand to the region/Liverpool area

What other "communities" exist?

Also, other general intro tasks.

The Web We Want

R17	R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help
L20	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
L21	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
L22	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
L23	L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views
L24	L24. to understand how the way people present themselves online can have positive and negative impacts on them
L25	L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them
L26	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
L27	L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

Me and My Wellbeing	
H2	H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
H3	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
H4	H4. simple strategies to help build resilience to negative opinions, judgements and comments
H6	H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
H7	H7. the characteristics of mental and emotional health and strategies for managing these
H8	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
H10	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
H12	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
H13	H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities
H14	H14. the benefits of physical activity and exercise for physical and mental health and wellbeing
H15	H15. the importance of sleep and strategies to maintain good quality sleep
R22	R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support

Inspirational Individuals

This is a series of mini-projects focusing on the life, skills and attributes and character traits of a number of inspirational individuals.

This includes:

Martin Luther King Jr

Rosa Parks

Greta Thunberg

Malala Yousafzai

Marcus Rashford

Mother Theresa

David Attenborough

Content lists

Year 8

Life in Modern Britain

<u>Intro to UK</u>	
Who lives here etc	
Other cultures	
<u>British values:</u>	
Democracy	
Local and central govt	
Rule of law	
Individual liberty	
Mutual respect	
Radicalisation	
Extremism	
Prevent	
Volunteering	
Being a positive citizen	
L28	L28. to assess the causes and personal consequences of extremism and intolerance in all their forms
L29	L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern
The role of the monarchy	
the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals	
the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	
<u>Immigration</u>	
<u>Brexit</u>	
External input - Visit from Counter Terrorism police officer	

Personal Safety	
H22	H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM
H30	H30. how to identify risk and manage personal safety in increasingly independent situations, including online
H31	H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety
R37	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
R42	R42. to recognise peer influence and to develop strategies for managing it, including online
R43	R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
R44	R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this
Child on child abuse	
"upskirting"	
"sexting"	
"Stalking"	
Sexual storytelling / sexual name calling / lewd comments / sexual jokes / "It's not just banter"	
Other sexual behaviour (deliberately brushing up against someone, flicking bra straps, lifting up skirts, pulling down trousers, smacking bottoms, grabbing breasts/genitalia)	
Understanding peer pressure and how this can impact on personal safety	

Relationships and Identity

R1	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
R2	R2. indicators of positive, healthy relationships and unhealthy relationships, including online
R3	R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
R4	R4. the difference between biological sex, gender identity and sexual orientation
R5	R5. to recognise that sexual attraction and sexuality are diverse
R6	R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion
R9	R9. to clarify and develop personal values in friendships, love and sexual relationships
R11	R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships
R18	R18. to manage the strong feelings that relationships can cause (including sexual attraction)
R21	R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships
R23	R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them
R24	R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
R25	R25. about the law relating to sexual consent
R26	R26. how to seek, give, not give and withdraw consent (in all contexts, including online)
R27	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
R29	R29. the impact of sharing sexual images of others without consent
R30	R30. how to manage any request or pressure to share an image of themselves or others, and how to get help
R36	R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
Different forms of gender identity. Difference from birth sex and identity and how to respect this.	

Introduction to My Career	
Careers ed	Options, post 16, post 18, types of courses, careers, pathways (incl 6 th form, college, university, apprenticeships), sources of advice, IAG, link careers to school, personal qualities, employability, competition for jobs/courses/apprenticeships
LMI	
Unifrog/CEIAG	
L13	L13. about young people's employment rights and responsibilities
L14	L14. to manage emotions in relation to future employment
R15	R15. to further develop and rehearse the skills of team working
R16	R16. to further develop the skills of active listening, clear communication, negotiation and compromise
R19	R19. to develop conflict management skills and strategies to reconcile after disagreements
L1	L1. study, organisational, research and presentation skills
L2	L2. to review their strengths, interests, skills, qualities and values and how to develop them
L4	L4. the skills and attributes that employers value
L5	L5. the skills and qualities required to engage in enterprise
H9	H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
Registration on UniFrog	

WeWill Cook

Live cookery demonstration

H11

H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]

H17

H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

H18

H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

Protected Characteristics

Note: We are currently working with the Anthony Walker Foundation and this project will be planned following their input.

Equality Act and the characteristics it protects

R39	R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
R40	R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41	R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
R3	R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
R42	R42. to recognise peer influence and to develop strategies for managing it, including online
R43	R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
R40	R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
R41	R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

External input - Anthony Walker Foundation visit

Content lists

Year 9

Life in Modern Britain

<u>Intro to UK</u>	
Who lives here etc	
Other cultures	
<u>British values:</u>	
Democracy	
Local and central govt	
Rule of law	
Individual liberty	
Mutual respect	
Radicalisation	
Extremism	
Prevent	
Volunteering	
Being a positive citizen	
L28	L28. to assess the causes and personal consequences of extremism and intolerance in all their forms
L29	L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern
The role of the monarchy	
the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals	
the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	
<u>Immigration</u>	
<u>Brexit</u>	
External input - Visit from Counter Terrorism police officer	

Being British	
<u>Intro to UK</u>	
Who lives here etc	
Other cultures	
<u>British values:</u>	
Democracy	
Local and central govt	
Rule of law	
Individual liberty	
Mutual respect	
Radicalisation	
Extremism	
Prevent	
Volunteering	
Being a positive citizen	
L28	L28. to assess the causes and personal consequences of extremism and intolerance in all their forms
L29	L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern
The role of the monarchy	
the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals	
the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	
<u>Immigration</u>	
<u>Brexit</u>	
External input - Visit from Counter Terrorism police officer	

Street Safety	
R45	R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours
R46	R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support
R47	R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon
R20	R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations
R13	R13. how to safely and responsibly form, maintain and manage positive relationships, including online
R14	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)
H33	H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals	

Collaborate Digital Visit

Cheshire Fire and Rescue Service visit

Online Safety

L22	L22. that there are positive and safe ways to create and share content online and the opportunities this offers
L23	L23. strategies for protecting and enhancing their personal and professional reputation online
L24	L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events
L25	L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this
L26	L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this
L27	L27. strategies to critically assess bias, reliability and accuracy in digital content
Online issues surrounding:	
Harrasing or stalking	
Defaming someone	
Impersonating someone	
Screen time and spending time online	
Sexulised / misogynistic messaging/posting	
Unwanted sexual comments	
Sharing of images (consensual and non consensual)	
Cashless society. Maintaining financial security online	

External input - DC Andy Kevan visit from Cheshire Police

Courage and Choices	
L3	L3. to set realistic yet ambitious targets and goals
L6	L6. the importance and benefits of being a lifelong learner
L7	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
L8	L8. about routes into work, training and other vocational and academic opportunities, and progression routes
Apprenticeships	
L9	L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life
L10	L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
L11	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	L12. about different work roles and career pathways, including clarifying their own early aspirations
Link between careers and income/aspirations	
Link between options and careers	
Options content and guidance	
External input from Shaping Futures	
Provider Access Learning	
Options showcase event	

Money Matters

L15	L15. to assess and manage risk in relation to financial decisions that young people might make
L16	L16. about values and attitudes relating to finance, including debt
L17	L17. to manage emotions in relation to money
L18	L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions
L19	L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams
H25	H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others
H32	H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling
Consumer rights	

Intimate Relationships

R7	R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships
R8	R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
R10	R10. the importance of trust in relationships and the behaviours that can undermine or build trust
R12	R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex
R25	R25. about the law relating to sexual consent
R26	R26. how to seek, give, not give and withdraw consent (in all contexts, including online)
R27	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
R28	R28. to gauge readiness for sexual intimacy
R31	R31. that intimate relationships should be pleasurable
R32	R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')
R33	R33. the risks related to unprotected sex
R34	R34. the consequences of unintended pregnancy, sources of support and the options available
H35	H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)
H36	H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)
R36	R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
Visit from school nurse	
Practical contraception demonstrations	
H35	H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)

Content lists

Year 10

Snagged

R14	R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
Grooming	
Child Sexual Exploitation	
R28	R28. to recognise when others are using manipulation, persuasion or coercion and how to respond
Peer pressure/Joint enterprise	
County lines	
R35	R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
R36	R36. skills to support younger peers when in positions of influence
R37	R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
R38	R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime
H23	H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)

Me and My Body	
H3	H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this
H24	H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
H19	H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities
H20	H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle
H21	H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation
R20	R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour
H15	H15. the purpose of blood, organ and stem cell donation for individuals and society
H16	H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination
H17	H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds
H18	H18. the ways in which industries and advertising can influence health and harmful behaviours
H27	H27. about specific STIs, their treatment and how to reduce the risk of transmission
H28	H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)
H29	H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services
H30	H30. about healthy pregnancy and how lifestyle choices affect a developing foetus
H31	H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors
H32	H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy
H33	H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice
R2	R2. the role of pleasure in intimate relationships, including orgasms
R23	R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner
R24	R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support
R27	R27. about the current legal position on abortion and the range of beliefs and opinions about it
H13	H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health
H14	H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

External input from Brook - young person's sexual health organisation

First Aid training course provided by British Red Cross

Me and My Relationships	
H26	H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)
R1	R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
R3	R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
R4	R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships
R6	R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
R7	R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
R8	R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
R10	R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
R11	R11. strategies to manage the strong emotions associated with the different stages of relationships
R12	R12. to safely and responsibly manage changes in personal relationships including the ending of relationships
R13	R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
R15	R15. the legal and ethical responsibilities people have in relation to online aspects of relationships
R18	R18. about the concept of consent in maturing relationships
R19	R19. about the impact of attitudes towards sexual assault and to challenge victim- blaming, including when abuse occurs online
R21	R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
R22	R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
R29	R29. the law relating to abuse in relationships, including coercive control and online harassment
R30	R30. to recognise when a relationship is abusive and strategies to manage this
R31	R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
R32	R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
R33	R33. The law relating to ‘honour’-based violence and forced marriage; the consequences for individuals and wider society and ways to access support
R14	R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
R25	R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families
R26	R26. the reasons why people choose to adopt/foster children
That sexual violence and sexual harassment is always wrong	
R16	R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
R17	R17. ways to access information and support for relationships including those experiencing difficulties
Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups	

Disrespect Nobody

R34	R34. strategies to challenge all forms of prejudice and discrimination
R5	R5. the legal rights, responsibilities and protections provided by the Equality Act 2010
R9	R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
Bullying	
Cyberbullying	
Child on child abuse	
Show Racism the Red Card	
Disability/related issues	

Global Citizenship

parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press

the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond

other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom

local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world

human rights and international law

the legal system in the UK, different sources of law and how the law helps society deal with complex problems

diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

L22 L22. that there are positive and safe ways to create and share content online and the opportunities this offers

L24 L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events

L25 L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this

L26 L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

L27 L27. strategies to critically assess bias, reliability and accuracy in digital content

L28 L28. to assess the causes and personal consequences of extremism and intolerance in all their forms

L29 L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

Within L29, to highlight and recap the Prevent agenda

Enhancing Employability

L1	L1. to evaluate and further develop their study and employability skills
L3	L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability
L9	L9. to research, secure and take full advantage of any opportunities for work experience that are available
L10	L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities
L14	L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken
H22	H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online
Apprenticeships and other post 16 options	
Finding and applying for jobs	
External input from Shaping Futures	

Content lists

Year 11

Me and My Money	
Budgeting	
Payslips	
Deductions from pay	
Difference between essential and discretionary spending	
Methods of payment	
Different type of bank accounts	
Insurance	
Credit	
The risks of debt and loan sharks	
How to keep money secure	
income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.	
L16	L16. how to effectively budget, including the benefits of saving
L17	L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
L18	L18. to recognise and manage the range of influences on their financial decisions
L19	L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights
H25	H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others
L20	L20. the skills to challenge or seek support for financial exploitation in different contexts including online
Credit scores	
Buying and running a car, particularly first car	

Dare to Shine	
Wellbeing	Maintaining a positive mental wellbeing during year 11.
	Risks to wellbeing and strategies to support a positive wellbeing in year 11.
Study skills	Understanding your own learning style by completing self-assessments online.
	Learning how to revise – revision techniques and planning your revision. Raising awareness of different revision tools and techniques and becoming familiar with them.
	Time management skills and working towards deadlines.
	Stress busting and workload management techniques.
Mock exam readiness	Mock exam timetables issued and familiarised with.
	Understanding exam rules and regulations.
	Time allocated for structured revision in the week before mocks.
Mock exam results issue and reflection	Mock exam results day. Envelopes issued during a Lessons for Life session. Students to reflect on their results using a proforma. Meet with SLT or Sixth Form Team to discuss results and options for 6th form based on mock grades/predictions. This could include looking at initial application.
	Time and tasks for students to reflect on results, understand what this means for them and their options going forward, lessons learned and conversations to be had with their academic mentor.
Exam motivation	Motivation of students to do well in exams.
	Resilience - learning from and recovering from failure.
	Success stories from famous people as well as former students.
Sixth form and Post 16 options	Sixth form recruitment, promotion and applications. Understanding the options available and key dates for sixth form.
	College (input from Riverside, Cronton and Reaseheath as a minimum)
	Apprenticeship input from ASK (Apprenticeship, Support and Knowledge)
	Lesson allocated to SFR in the Lessons for Life session immediately before Sixth Form open evening.
	OBA scholars promotion opportunity with more able students.
Part time jobs	The opportunities, advantages and disadvantages of working part time during or after year 11.
	Significance of having a part time job that is max 8-10 hours per week whilst studying.
Employability	Use IT rooms to produce CVs and write a cover letter.
	Interview technique
	UniFrog registration and updates
H11	H11. to make informed lifestyle choices regarding sleep, diet and exercise
H12	H12. the benefits of having a balanced approach to spending time online

Preparing for Employment	
L2	L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting
L4	L4. about the range of opportunities available to them for career progression, including in education, training and employment
L5	L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
L6	L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities
L7	L7. about the labour market, local, national and international employment opportunities
L8	L8. about employment sectors and types, and changing patterns of employment
L11	L11. the benefits and challenges of cultivating career opportunities online
L12	L12. strategies to manage their online presence and its impact on career opportunities
L13	L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures
L15	L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it
L21	L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts
L23	L23. strategies for protecting and enhancing their personal and professional reputation online
Employment rights and responsibilities - pay, breaks, holidays, maternity leave, health and safety, fair treatment of others	
Apprenticeships and other post 16 options	
Finding and applying for jobs	
Job interview techniques	

Keep Calm and Carry On

H1	H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback
H2	H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
H4	H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing
H5	H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health
H6	H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences
H7	H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns
H8	H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available
H9	H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]
H10	H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help
Practical session to practice wellbeing - choice of different activities for students to pick from	