

Tutor Time/Personal Development Programme



Year Group	Monday	Tuesday	Wednesday	Thursday	Friday
7	AM – Character Curriculum PD - Model Reading	AM – Literacy: Accelerated Reader (IRB) PD - Current Affairs	AM – Literacy: Accelerated Reader (IRB) PD – Safeguarding	AM – Literacy: Tier 2 vocabulary PD – PSHE/RSE Life Skills	AM – Assembly PD - CEIAG
8	AM – Character Curriculum PD - Model Reading	AM – Literacy: Accelerated Reader (IRB) PD - Current Affairs	AM – Literacy: Accelerated Reader (IRB) PD – Safeguarding	AM – Assembly PD - PSHE/RSE Life Skills	AM – Literacy: Tier 2 vocabulary PD - CEIAG
9	AM – Standards PD - Model Reading	AM – Literacy: Accelerated Reader (IRB) PD - Current Affairs	AM – Assembly PD - Safeguarding	AM – Literacy: Accelerated Reader (IRB) PD – PSHE/RSE Life Skills	AM – Literacy: Tier 2 vocabulary PD - CEIAG
10	AM – Character Curriculum PD - Model Reading	AM – Assembly PD - Current Affairs	AM – Literacy: debate PD – Safeguarding	AM – Literacy: debate PD - PSHE/RSE Life Skills	AM – Literacy: Tier 2 vocabulary PD – CEIAG
11	AM – Assembly PD – PSHE/RSE Life Skills	AM – Core PD - Core	AM – Core PD - Core	AM – Core PD - Core	AM – Core PD - Core
Post -16	AM – Study Skills PD – Character Curriculum	AM – Literacy PD - Current Affairs	AM – Organisation PD - Safeguarding	AM - Raising Achievement PD - PSHE/RSE Life Skills	AM - Inter Form Events PD – CEIAG

Personal Development Life Skills: Relationships and Sex Education, Health and Wellbeing, Citizenship and Careers

Curriculum Intent

As an Academy we deliver personal development sessions which engage, inform and inspire our students through active learning following a bespoke timetable. This curriculum encompasses: Life Skills (PSHCE) RSE and careers. Students will learn what it means to be an active citizen in an ever changing society and the role they have in developing not only themselves as they move into adulthood but the impact they can have on others and world around them. Personal Development is at the forefront of our curriculum at North Birmingham Academy and fully encompasses SMSC, British Values, Citizenship, Personal, Social and Health Education (PSHE), Relationships and Sex Education (RSE) and also Careers Education Information and Guidance (CEIAG). We ensure that students gain the skills, knowledge and understanding they need to lead healthy, independent lives and to develop as informed, active and responsible citizens. Sessions focus on understanding, empathy, tolerance and respect and the understanding that true success comes from resilience and trying hard and that there are no barriers to their future selves. Our curriculum is based around our Academy's core values of 'Thinking Big', 'Doing the Right Thing' and 'Team Spirit'. We focus on developing students' ethics and moral compass as we guide them into becoming the best version of themselves both in and outside of education. Lessons are aimed at challenging students' beliefs and morals equipping them with the skills to work and think independently and autonomously without discrimination of others.

Life Skills incorporates many aspects of personal development including: Relationships and Sex Education, Health and Wellbeing, Citizenship, Careers and Financial Education.

Our curriculum ensures that each of our students will know more, remember more and understand more about how to play a positive and successful role within our modern and diverse society, both as a child and as an adult in the future. We want our students to excel academically and emotionally so they are fully prepared for their next steps in life and we strongly believe in the power of information and how it can open doors for our students.

Students study Life Skills topics through three strands at North Birmingham E-Act Academy:

1. Relationships and Sex Education.
2. Health and Wellbeing;
3. Living in the Wider World;

Students complete carefully sequenced and spirals lessons which are planned to be age appropriate for each year group. However, the order of the implementation of these topics will vary from year to year, depending on local, national and international events. Student voice and behaviour and safeguarding data collected within the Academy, will also impact on the order of teaching. The reason for this is that it is crucial to keep these sessions current for our students, to reflect their needs and fill any gaps as an when they arise.

Many of the topics that are covered within Life Skills are also reinforced via assemblies , student workshops and external visitors.

1. Relationships and Sex Education

RSE is delivered as part of the Life Skills curriculum. Students complete carefully sequenced and spiralled lessons which are age appropriate for each year group. Friendships, families and dealing with conflict are our starting point leading to consent, recognising unhealthy relationships and intimate relationships.

During sessions, honest and open discussions are the key. All year groups will focus on 6 key themes: Respectful Relationships, Online & Media, Families, Being Safe, Intimate & Sexual Relationships, plus Concepts and Laws. Each year, the content becomes more in depth, building upon the previous year. For example in Y7, students begin by learning about positive, healthy friendships, respectful relationships and how to end unhealthy relationships. This is built upon in Y8, when students learn about dealing with conflict within relationships and what identity means. Y9 students develop this concept further, but learning about discrimination and the importance of communication and boundaries. Y10 and Y11 take this one step further, by looking at criminal behaviour within relationships, violent and coercive behaviours and managing relationships. It is only through putting in the foundations in Y7 and looking at positive and healthy relationships that they students in Y10 & 11 can fully understand the more sensitive issues within coercive or physically abusive relationships.

2. Health and Wellbeing;

Healthy bodies and lifestyles and how they link to our mental health are key concepts where knowledge is built upon each year. An example of this is looking at what mental health and stigma is in Y7, then what influences our mental health in Y8 leading to triggers and coping strategies in Y9. Mental Health First Aid is covered in Y10 and then in Y11, an emphasis is placed on students focussing on GCSEs, giving them coping mechanisms to excel and thrive in stressful conditions. Mental health has been a huge focus of the academy with our Mental Health Lead delivering a number of assemblies and 1:2:1 session to inform and support our students.

3. Living in the Wider World

'Thinking Big' is one of our core values. Careers education features in all years as part of the Life Skills curriculum along with an additional careers session once a week across all year groups. Within Life Skills, Y7 and Y8 students looking at aspirations and developing their employability skills, sessions include learning about jobs in different career sectors and starting to look at the different routes in work, including apprenticeships. In Y9 the focus is on qualities and skills along with making decisions and guidance for choosing subjects for KS4. as part of the academy's pathways process. At key stage 4 students look at interview technique, applications, CV's and post 16 options where we delve into what employers and colleges are looking for in detail.

Citizenship is interwoven and carefully developed throughout this unit. In Year 7, students learn about the importance of community, responsibility and a basic overview of what democracy is. This progresses to Year 8, where students learn about different democracies and rules of law. In Year 9, there is a further focus on Individual Rights, Law and Order and employment. Year 10, builds on this further by focussing on independent choices and the impact of these linked to Law and Order. Whereas, Year 11 culminates in looking at how to address discrimination with in the work place and the different legal actions that can be taken.

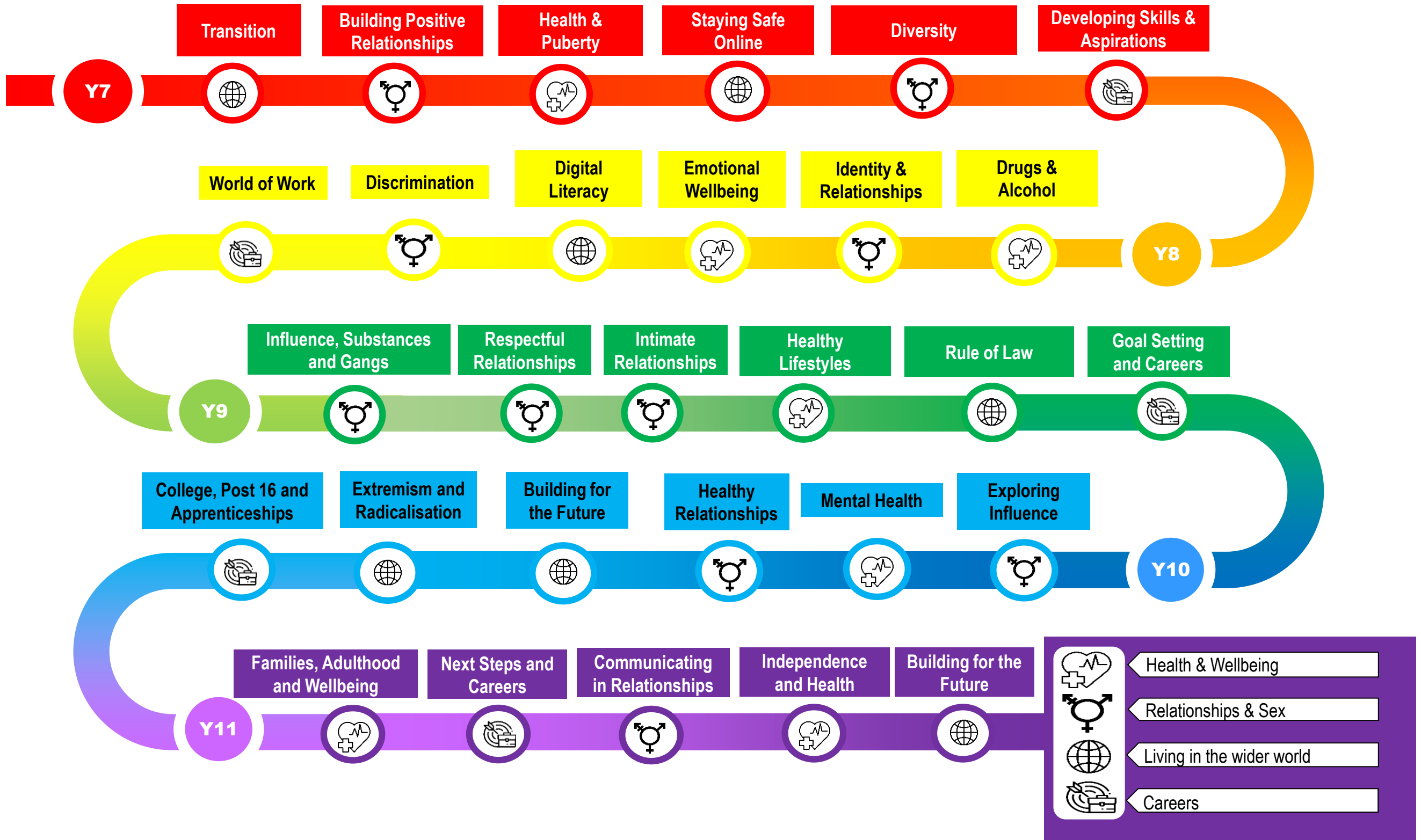
Student's also complete citizenship sessions including work on human rights, finance and budgeting and how our country is governed. All years focus on active citizenship and how we can work together to make our academy a positive and purposeful environment for all. Equality and diversity are key elements in all our PD sessions but here we directly focus on the Equality Act (2010), diversity and LGBT+ rights.

External providers are invited into school to assist in delivering some sessions allowing students first-hand experience of their subject knowledge and expertise. Life Skills equips our students with transferable skills such as problem solving, speaking, listening and analysis that they can apply to different areas of their lives both in and out of school. These skills will develop not only their understanding of these complex topics but also debating skills as they challenge their own and other beliefs and opinions safely and together. Students will build on life skills such as teamwork, communication and resilience through tasks and challenges in the curriculum. Students will be prepared to leave school with the knowledge on how to deal with an emergency, the value of self-worth and why their mental health is just as important as their physical health.

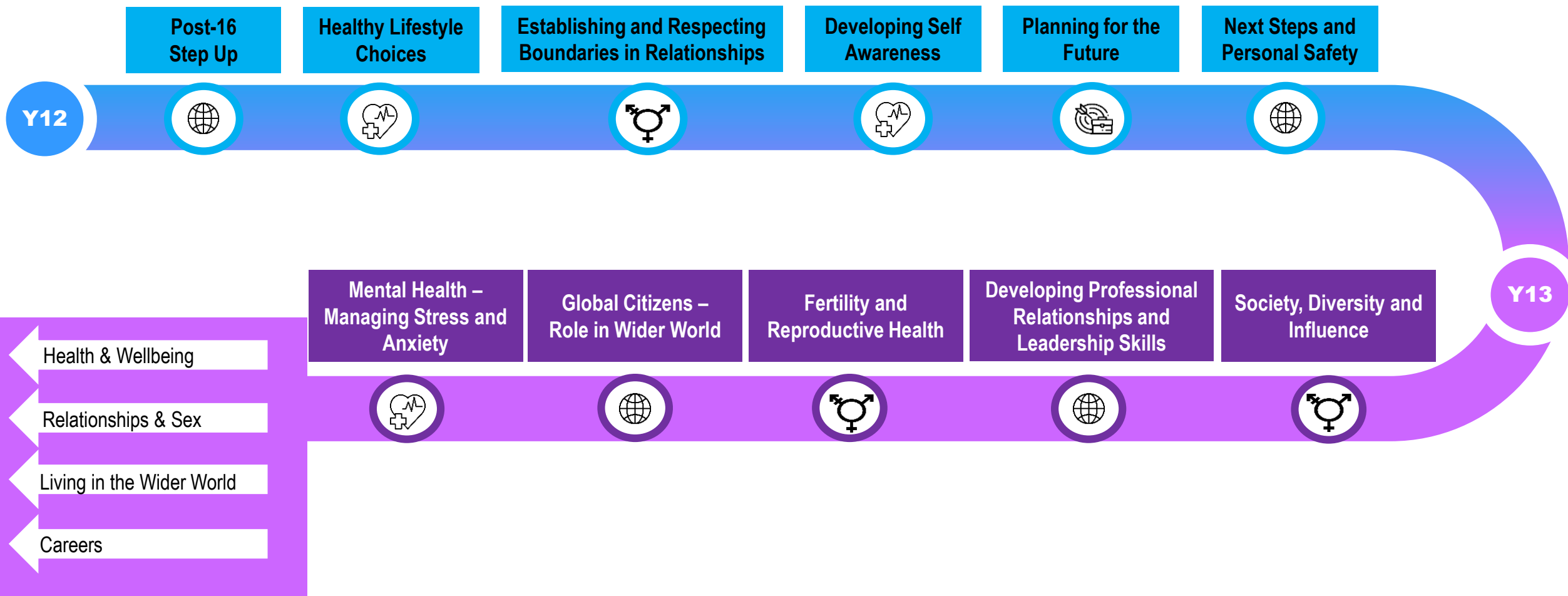
Life Skills is intrinsically linked to Spiritual Moral Social and Cultural Education and British Values meaning our students develop their understanding of tolerance, respect and liberty for all. Our sessions incorporate historical and current social issues, leading students to be able to celebrate their uniqueness in a multicultural Britain. Life Skills also links closely with many subject areas in school, including healthy eating in Food Technology, the science of puberty and reproduction in Biology and the importance of exercise and leading a healthy lifestyle in Physical Education.

Working parallel to Life Skills as part of our students' personal development curriculum are strands including Literacy, Current Affairs and Safeguarding.

Life Skills



Life Skills



Year 7 Life Skills Overview

Year 7	Composite 1	Composite 2	Composite 3	Composite 4	Composite 5	Composite 6
	Living in the Wider World	Relationships & Sex	Health & Wellbeing	Living in the Wider World	Relationships & Sex	Living in the Wider World
	Transition	Building positive Relationships	Health and Puberty	Staying Safe Online	Diversity	Developing Skills & Aspirations
1	What is an NBA student like? Transition	What constitutes consent?	What does a healthy lifestyle look like?	How can I keep myself safe online?	What is conflict and it's impacts?	Why is knowledge of First Aid so important?
2	What are our school values and 3 R's?	What are the different relationships young people have?	What is the impact of sleep on health and wellbeing?	What are the benefits and risks associated with online gaming including grooming of players ?	What is personal identity and what contributes to who you are?	What have I achieved already?
3	What are British Values?	What makes a good friend?	What are the emotional, social and physical changes that happen during puberty?	What is the meaning of bullying and cyber bullying and what are the impacts on an individual?	What is diversity?	What are my current skill strengths?
4	What makes you trust someone?	What does an unhealthy friendship look like?	Why is a good personal hygiene routine so important?	Why is it important to keep personal online data safe?	What is meant by prejudice and stereotypes?	What are employability skills?
5	What is a Community?	What causes someone to be positive about a situation?	In what ways is there stigma around mental health?	What are the risks associated with social media validation?	What are appropriate ways of responding to discriminating, hurtful or intimidating behaviour?	What is work?
6	What are the most important decisions you will have you make in your life?	How can I cope with peer pressure?	-7-		What are strategies that can be used if bullying is witnessed or if you are experiencing bullying?	What careers exist?
7	What are the issues that may impact you as you grow up to be an adult?	What does it mean to be a young person in 2023/24?			Why is it important to look after yourself and others?	What are my goals and targets?
8	What is self esteem and how can you recognise behaviours linked to low and high self esteem?					

Year 7 Life Skills Overview

Year 7 LTP Overview		Pupils will know and understand :
Composite 1	Living in the Wider World: Transition	<p>L1. study, organisational, research and presentation skills</p> <p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L3. to set realistic yet ambitious targets and goals</p> <p>L9. to research, secure and take full advantage of any opportunities for work experience that are available</p> <p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p> <p>H12. the benefits of having a balanced approach to spending time online</p> <p>H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p>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</p> <p>R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</p> <p>R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</p> <p>R15. the legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p>C3. the precious liberties enjoyed by the citizens of the United Kingdom</p> <p>W15. know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need</p> <p>W17. show that you can be positive, flexible and well-prepared at transition points in your life</p>

Year 7 Life Skills Overview

Year 7 LTP Overview		Pupils will know and understand :
Composite 2	Relationships & Sex: Building Positive Relationships	<p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>R2. the role of pleasure in intimate relationships, including orgasms</p> <p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p>R9. to clarify and develop personal values in friendships, love and sexual relationships</p> <p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p>R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p> <p>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</p> <p>R26. the reasons why people choose to adopt/foster children</p> <p>R27. about the current legal position on abortion and the range of beliefs and opinions about it</p> <p>R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</p> <p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p>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</p> <p>H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p>

Year 7 LTP Overview		Pupils will know and understand
Composite 3	Health & Wellbeing: Health and Puberty	<p>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</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>H11. to make informed lifestyle choices regarding sleep, diet and exercise</p> <p>H12. the benefits of having a balanced approach to spending time online</p> <p>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>H15. the importance of sleep and strategies to maintain good quality sleep</p> <p>H16. to recognise and manage what influences their choices about physical activity</p> <p>H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p> <p>H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p> <p>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p>
Composite 4	Living in the Wider World: Staying Safe Online	<p>L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</p> <p>L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</p> <p>L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</p> <p>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p> <p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p>R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p> <p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>H30. how to identify risk and manage personal safety in increasingly independent situations, including online</p>

Year 7 LTP Overview		Pupils will know and understand
Composite 5	Relationships & Sex: Diversity	<p>R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>R19. to develop conflict management skills and strategies to reconcile after disagreements</p> <p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p> <p>H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</p> <p>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>W8. identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p>
Composite 6	Living in the Wider World: Developing Skills and Aspirations	<p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L3. to set realistic yet ambitious targets and goals</p> <p>L4. the skills and attributes that employers value</p> <p>L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p> <p>W1. describe yourself, your strengths and preferences</p> <p>W2. be able to focus on the positive aspects of your wellbeing, progress and achievements</p> <p>W4. describe different explanations of what careers are and how they can be developed</p> <p>W5. give examples of different kinds of work and why people's satisfaction with their working lives can change</p> <p>W11. recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable</p> <p>W12. recognise when you are using qualities and skills that entrepreneurs demonstrate</p> <p>H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>

Year 8 Life Skills Overview

Year 8	Composite 1	Composite 2	Composite 3	Composite 4	Composite 5	Composite 6
	Health & Wellbeing	Relationships & Sex	Health & Wellbeing	Living in the Wider World	Relationships & Sex	Living in the Wider World
	Drugs and Alcohol	Identity and Relationships	Emotional Wellbeing	Digital Literacy	Discrimination	World of Work
1	What does positive wellbeing look like?	What are the characteristics of healthy and unhealthy relationships?	What is mental health?	How can people communicate online and what is digital resilience?	How can you respond to discriminating, hurtful or intimidating behaviour?	What is Emergency First Aid?
2	What is the difference between medicinal and recreational drugs?	How can conflict be resolved in relationships?	What impacts body image?	How can social media impact wellbeing?	What is LGBT?	Are school and work really that different?
3	What are the health risks associated with energy drinks?	What is sexual identity and orientation?	What are the different forms of child abuse?	What is online grooming?	What constitutes homophobic language and homophobic bullying?	How do you make decisions?
4	What is addiction and dependence?	What is gender identity?	What causes stress and how to deal with it?	What information should be kept private and what is safe to share online?	How can homophobic language and phrases in school and everyday life be assertively challenged?	What are job sectors?
5	What is substance misuse?	What is contraception?	What is depression and anxiety?	What are the age restrictions of social media platforms and why are they in place?	What does it mean 'to come out'? Thoughts, feelings and processes	Are you a spender or a saver? Spending Influences
6	What are the effects of alcohol and how to stay safe?	What is Love?			Why are allies needed for the LGBTQA+ community?	What is the difference between credit and debit?
7	What is the science behind vaping and the consequences of it?	What is the menstrual cycles role in human reproduction?			What is racism and religious discrimination?	What are my future career aspirations and what may influence them?
8	What are social norms and how can they influence people?					

Year 8 Life Skills Overview

Year 8 LTP Overview		Pupils will know and understand
Composite 1	Health & Wellbeing: Drugs and Alcohol	<p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p> <p>H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</p> <p>H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>H27. the personal and social risks and consequences of substance use and misuse including occasional use</p> <p>H28. the law relating to the supply, use and misuse of legal and illegal substances</p> <p>H29. about the concepts of dependence and addiction including awareness of help to overcome addictions</p> <p>H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p>R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p>
Composite 2	Relationships & Sex: Identity and Relationships	<p>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>R4. the difference between biological sex, gender identity and sexual orientation</p> <p>R5. to recognise that sexual attraction and sexuality are diverse</p> <p>R9. to clarify and develop personal values in friendships, love and sexual relationships</p> <p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p> <p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R16. to further develop the skills of active listening, clear communication, negotiation and compromise</p> <p>R18. to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R19. to develop conflict management skills and strategies to reconcile after disagreements</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p> <p>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p>R33. the risks related to unprotected sex</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p> <p>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p>H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p> <p>H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p> <p>L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p>

Year 8 LTP Overview		Pupils will know and understand
Composite 3	Health & Wellbeing: Emotional Wellbeing	<p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>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</p> <p>H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p> <p>H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p> <p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p>
Composite 4	Living in the Wider World: Digital Literacy	<p>L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</p> <p>L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</p> <p>L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</p> <p>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p> <p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>H30. how to identify risk and manage personal safety in increasingly independent situations, including online</p>

Year 8 LTP Overview		Pupils will know and understand
Composite 5	Relationships & Sex: Discrimination	<p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>R4. the difference between biological sex, gender identity and sexual orientation</p> <p>R5. to recognise that sexual attraction and sexuality are diverse</p> <p>R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p> <p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>C11. diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</p>
Composite 6	Living in the Wider World: World of Work	<p>L3. to set realistic yet ambitious targets and goals</p> <p>L4. the skills and attributes that employers value</p> <p>L6. the importance and benefits of being a lifelong learner</p> <p>L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process</p> <p>L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p> <p>L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p> <p>L14. to manage emotions in relation to future employment</p> <p>L15. to assess and manage risk in relation to financial decisions that young people might make</p> <p>L16. about values and attitudes relating to finance, including debt</p> <p>L17. to manage emotions in relation to money</p> <p>L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p> <p>L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p> <p>L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p> <p>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</p> <p>H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p>W4. describe different explanations of what careers are and how they can be developed</p> <p>W5. give examples of different kinds of work and why people's satisfaction with their working lives can change</p> <p>W10. identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services</p> <p>W13. show that you can manage your own budget and contribute to household and school budgets</p> <p>W14. know how to identify and systematically explore the options open to you at a decision point</p> <p>W15. know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need</p> <p>W17. show that you can be positive, flexible and well-prepared at transition points in your life</p> <p>C6. the functions and uses of money, the importance and practice of budgeting, and managing risk</p> <p>C13. income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent</p>

Year 9 Life Skills Overview

Year 9	Composite 1	Composite 2	Composite 3	Composite 4	Composite 5	Composite 6
	Relationships & Sex	Relationships & Sex	Relationships & Sex	Health & Wellbeing	Living in the Wider World	Living in the Wider World
	Influence, Substances and Gangs	Respectful Relationships	Families and Intimate Relationships	Healthy Lifestyle	Rule of Law	Goal Setting and Careers
1	What are strategies for dealing with challenges in friendship?	What is consent and the Law?	What are the features of a happy family? How is the role of a parent different to a child?	How self esteem changes and impacts us?	Who is the Prime Minister?	What are my strengths and personal qualities?
2	What is peer pressure and how to resist it on and off line?	What are the benefits of delaying sexual activity?	Which forms of contraception protect against pregnancy, STI's or both?	Why is sleep important for wellbeing and brain function?	Why is Politics important?	What personal qualities and skills are important for the world of work?
3	What is the difference between assertive, aggressive and passive behaviour?	What considerations should be taken before making a relationship sexual?	What are the consequences of unprotected sex?	What are the components of a healthy diet?	How is a country run?	What does the law say about young people and work?
4	What are the risks and factors of joining a gang?	Why is happiness and positivity so important to our health?	What is HIV and AIDS? Why do people with AIDS experience prejudice and discrimination?	What is grief and how does it affect people?	How is a political party created?	What is an organisational structure?
5	Why do people carry a knife and what are the consequences?	How can a relationship be healthy between a couple including expectations?	What is sexual harassment and stalking?	What are the links between healthy lifestyle choices and cancer prevention?	Why are elections and campaigns important?	What does being enterprising mean?
6	Why do people drink alcohol and what impacts can it have?	What are the benefits and risks associated with masturbation?			What are political debates?	What is Labour Market Information and why is it important?
7	Are vaping and tobacco use really that dangerous?	What are STIs?			What is FGM?	Why do we need to get qualifications and what qualifications do I need for my future?
8	What drugs are illegal and how can risk be managed?					

Year 9 Life Skills Overview

Year 9 LTP Overview		Pupils will know and understand
Composite 1	Relationships & Sex: Influence, Substances and Gangs	<p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R9. to clarify and develop personal values in friendships, love and sexual relationships</p> <p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R16. to further develop the skills of active listening, clear communication, negotiation and compromise</p> <p>R19. to develop conflict management skills and strategies to reconcile after disagreements</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p> <p>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</p> <p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p>R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p> <p>L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</p> <p>H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>H27. the personal and social risks and consequences of substance use and misuse including occasional use</p> <p>H28. the law relating to the supply, use and misuse of legal and illegal substances</p> <p>H29. about the concepts of dependence and addiction including awareness of help to overcome addictions</p> <p>H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p>

Year 9 Life Skills Overview

Year 9 LTP Overview		Pupils will know and understand
Composite 2	Relationships & Sex: Respectful Relationships	<p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R8. that the portrayal of sex in the media and social media (including pornography) can affect people’s expectations of relationships and sex</p> <p>R9. to clarify and develop personal values in friendships, love and sexual relationships</p> <p>R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p> <p>R18. to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p> <p>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</p> <p>R25. about the law relating to sexual consent</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p>R28. to gauge readiness for sexual intimacy</p> <p>R31. that intimate relationships should be pleasurable</p> <p>R33. the risks related to unprotected sex</p> <p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p> <p>H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p>

Year 9 LTP Overview		Pupils will know and understand
Composite 3	Relationships & Sex: Families & Intimate Relationships	<p>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>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</p> <p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p> <p>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</p> <p>R29. the impact of sharing sexual images of others without consent</p> <p>R30. how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p>R33. the risks related to unprotected sex</p> <p>R34. the consequences of unintended pregnancy, sources of support and the options available</p> <p>R35. the roles and responsibilities of parents, carers and children in families</p> <p>R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p> <p>H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p>
Composite 4	Health & Wellbeing: Healthy Lifestyle	<p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>H15. the importance of sleep and strategies to maintain good quality sleep</p> <p>H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices</p> <p>H19. the importance of taking increased responsibility for their own physical testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society</p> <p>H21. how to access health services when appropriate</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p>

Year 9 LTP Overview		Pupils will know and understand
Composite 5	Living in the Wider World: Rule of Law	<p>C1. the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>C2. the operation of Parliament, including voting and elections, and the role of political parties</p> <p>C3. the precious liberties enjoyed by the citizens of the United Kingdom</p> <p>C4. the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p> <p>C5. 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</p> <p>C7. 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 holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press (KS4)</p> <p>C8. 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 (KS4)</p> <p>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 have already been subject to FGM</p>
Composite 6	Living in the Wider World: Goal Setting and Careers	<p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L5. the skills and qualities required to engage in enterprise</p> <p>L8. about routes into work, training and other vocational and academic opportunities, and progression routes</p> <p>L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p> <p>L13. about young people's employment rights and responsibilities</p> <p>W1. describe yourself, your strengths and preferences</p> <p>W3. explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences</p> <p>W6. give examples of different business organisational structures</p> <p>W7. be aware of what labour market information (LMI) is and how it can be useful to you</p> <p>W9. be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you</p> <p>W11. recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable</p> <p>W12. recognise when you are using qualities and skills that entrepreneurs demonstrate</p> <p>W15. know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need</p> <p>W16. know how to prepare and present yourself well when going through a selection process</p>

Year 10 Life Skills Overview

Year 10	Composite 1	Composite 2	Composite 3	Composite 4	Composite 5	Composite 6
	Relationships & Sex	Health & Wellbeing	Relationships & Sex	Living in the Wider World	Living in the Wider World	Living in the Wider World
	Exploring Influence	Mental Health	Healthy Relationships	Building for the Future	Extremism and Radicalisation	College, Post 16 and Apprenticeships
1	Emergency First Aid and Life Saving Skills, when and how?	What is mental health and mental illness?	What are the legal, emotional and social consequences of sending sexts?	How can you successfully manage your money?	Why are conspiracy theories and extremist narratives interlinked?	Why is thinking ahead important? Post 16/qualification types
2	What are the benefits of having a positive role model and the challenges of a negative role model?	What is mental health First Aid?	What is the impact of pornography on society and relationships?	How can you keep your money safe? Savings/Loans/Gambling	What is extremism, terrorism and radicalisation? Types of extremism	Where do you see your future self? Action planning
3	How are gangs portrayed in the Media?	Can technology and social media be damaging to our mental health?	How can you identify a toxic relationship? Domestic Violence, Abuse and Gaslighting	What is the Equality Act 2010?	Why might people choose to commit an act of terrorism?	What are different types of Business structure and how do they measure success?
4	How can peer pressure contribute to someone joining a gang?	What is Child Sexual Abuse (CSE) and The Law?	What are the Laws regarding rape and sexual assault?	What are legal limits, rights and responsibilities?	How can supporting British Values help combat extremism? British Identity	What opportunities are there for work? LMI - local/national/international
5	What are ways to manage risks and exit strategies that could be used?	Is self harm a behaviour or an illness?	What impact sexualisation of the media is having on teenagers?	What are application skills? CV's/application forms/covering letters/job adverts	How do Laws protect our freedom?	What are the benefits of Post 16 and Sixth Form?
6	What are the laws around alcohol and the supply and possession of illegal drugs?	What are the warning signs of somebody contemplating suicide?			How does counter terrorism work in the UK? The Prevent Duty	What are the benefits of College?
7	What support is available for individuals with problematic substance use, including addiction and dependency?	How can positive emotional health and wellbeing be promoted?			What is Zionism and Anti-Semitism?	What are the benefits of an apprenticeship?
8	Can marriage ever be illegal? Forced and arranged marriage					

Year 10 Life Skills Overview

Year 10 LTP Overview		Pupils will know and understand :
Composite 1	Relationships & Sex: Exploring Influence	R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
		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
		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
		R18. about the concept of consent in maturing relationships
		R28. to recognise when others are using manipulation, persuasion or coercion and how to respond
		R29. the law relating to abuse in relationships, including coercive control and online harassment
		R30. to recognise when a relationship is abusive and strategies to manage this
		R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
		R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support
		R34. strategies to challenge all forms of prejudice and discrimination
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. skills to support younger peers when in positions of influence		
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. factors which contribute to young people becoming involved in serious organised crime, including cybercrime		
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		
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. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle		
H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation		
H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online		
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)		
H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators		
C10. the legal system in the UK, different sources of law and how the law helps society deal with complex problems		

Year 10 Life Skills Overview

Year 10 LTP Overview		Pupils will know and understand :
Composite 2	Health & Wellbeing:	
	Mental Health	<p>H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health</p> <p>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</p> <p>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</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p> <p>H11. to make informed lifestyle choices regarding sleep, diet and exercise</p> <p>H12. the benefits of having a balanced approach to spending time online</p> <p>H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p> <p>H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</p> <p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p>R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p>R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</p> <p>R28. to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p>R29. the law relating to abuse in relationships, including coercive control and online harassment</p> <p>R30. to recognise when a relationship is abusive and strategies to manage this</p> <p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>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</p> <p>C10. the legal system in the UK, different sources of law and how the law helps society deal with complex problems</p>

Year 10 LTP Overview		Pupils will know and understand :
Composite 3	Relationships & Sex: Healthy Relationships	<p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p>R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p>R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p> <p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p>R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</p> <p>R15. the legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p>R17. ways to access information and support for relationships including those experiencing difficulties</p> <p>R18. about the concept of consent in maturing relationships</p> <p>R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</p> <p>R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p> <p>R28. to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p>R29. the law relating to abuse in relationships, including coercive control and online harassment</p> <p>R30. to recognise when a relationship is abusive and strategies to manage this</p> <p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>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</p> <p>C10. the legal system in the UK, different sources of law and how the law helps society deal with complex problems</p>
Composite 4	Living in the Wider World: Building for the Future	<p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p> <p>L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p>L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p>L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p> <p>L16. how to effectively budget, including the benefits of saving</p> <p>L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p>L18. to recognise and manage the range of influences on their financial decisions</p> <p>L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</p> <p>L20. the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p>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</p> <p>C3. the precious liberties enjoyed by the citizens of the United Kingdom</p> <p>C6. the functions and uses of money, the importance and practice of budgeting, and managing risk</p> <p>C10. the legal system in the UK, different sources of law and how the law helps society deal with complex problems</p> <p>C13. income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent</p> <p>W8. recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues</p> <p>W9. be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices</p> <p>W16. know your rights and responsibilities in a selection process and strategies to use to improve your chances of success</p> <p>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</p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p>

Year 10 LTP Overview		Pupils will know and understand :
Composite 5	Living in the Wider World: Extremism and Radicalisation	<p>L28. to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p>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</p> <p>C9. human rights and international law</p> <p>C10. the legal system in the UK, different sources of law and how the law helps society deal with complex problems</p> <p>C11. diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p>
Composite 6	Living in the Wider World: College, Post 16 and Apprenticeships	<p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p> <p>L7. about the labour market, local, national and international employment opportunities</p> <p>L8. about employment sectors and types, and changing patterns of employment</p> <p>L9. to research, secure and take full advantage of any opportunities for work experience that are available</p> <p>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</p> <p>W1. recognise how you are changing, what you have to offer and what's important to you</p> <p>W2. explain how you manage your wellbeing, progress and achievements through telling your story in a positive way</p> <p>W3. review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences</p> <p>W6. explain different types of business organisational structures, how they operate and how they measure success</p> <p>W7. be able to find relevant labour market information (LMI) and know how to use it in your career planning</p> <p>W10. build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services</p> <p>W12. show that you can be enterprising in the way you learn, work and manage your career</p> <p>W13. show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you</p> <p>W14. be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</p> <p>W17. review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</p> <p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p>

Year 11 Life Skills Overview

Year 11	Composite 1	Composite 2	Composite 3	Composite 4	Composite 5
	Health & Wellbeing	Living in the Wider World	Relationships & Sex	Health & Wellbeing	Living in the Wider World
	Families, Adulthood and Wellbeing	Next Steps and Careers	Communicating in Relationships	Independence and Health	Building for the Future
1	Why is respecting others, especially those we are in an intimate relationship with so important?	What options do I have after Y11?	What is fertility? Menopause/lifestyle/IVF	What is blood donation, and other forms of donation, including stem cell donation?	How can technology and smart phones be both rewarding and damaging in our lives?
2	What are the metoo and times up movements and their purpose?	How do I make my application stand out?	What is alcohol abuse and drink spiking and what are the risks associated with both?	What are the options and consequences available for unplanned pregnancies?	How can I be an active Citizen?
3	How can someone deal with grief and loss?	What are personal statements and how do I write one?	What are common myths about pregnancy and fertility?	What are the laws, morals, thoughts and feelings regarding abortion?	What is the science behind 'Flight' 'Fright' or 'Freeze' responses to stress and how to manage it? Exam Stress
4	What are New Psychoactive Substances and why are they dangerous to society?	How can I prepare for an interview?	Which types of contraception would be best used by different types of people?	What are the risk factors and common symptoms of testicular and prostate cancer?	What are the differences between real life and social media life and the impact of social media influencers?
5	What are the risks associated with parties and festivals and experimenting with drugs?	How do I write a CV?	What is the process at a young person's sexual health consultation at a clinic?	Why is it important to undertake a smear test, cervical screening and breast examination?	What are employment rights and responsibilities in the UK? Gender pay gap
6	How are drugs manufactured and trafficked globally?	What career opportunities are there online?			What are the common features of a payslip?
7	What impact does parenthood have on teenagers?	How is work and working life changing?			
8	What are the positive and negative effects of aesthetic and cosmetic procedures?				

Year 11 Life Skills Overview

Year 11 LTP Overview		Pupils will know and understand:
Composite 1	Health and Wellbeing: Families, Adulthood and Wellbeing	<p>H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>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</p> <p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health</p> <p>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</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p> <p>H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds</p> <p>H18. the ways in which industries and advertising can influence health and harmful behaviours</p> <p>H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities</p> <p>H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p> <p>H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p> <p>H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</p> <p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>R2. the role of pleasure in intimate relationships, including orgasms</p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p>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</p> <p>R11. strategies to manage the strong emotions associated with the different stages of relationships</p> <p>R12. to safely and responsibly manage changes in personal relationships including the ending of relationships</p> <p>R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</p> <p>R18. about the concept of consent in maturing relationships</p> <p>R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p> <p>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</p> <p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</p>

Year 11 Life Skills Overview

Year 11 LTP Overview		Pupils will know and understand:
Composite 2	Living in the Wider World: Next Steps and Careers	<p>Pupils will know and understand:</p> <p>L1. to evaluate and further develop their study and employability skills L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability L4. about the range of opportunities available to them for career progression, including in education, training and employment L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities L8. about employment sectors and types, and changing patterns of employment 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 L11. the benefits and challenges of cultivating career opportunities online L12. strategies to manage their online presence and its impact on career opportunities L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts W1. recognise how you are changing, what you have to offer and what's important to you W2. explain how you manage your wellbeing, progress and achievements through telling your story in a positive way W4. discuss the skills involved in managing your own career W5. explain how work and working life is changing and how this may impact on your own and other people's career satisfaction W11. show how you are developing the qualities and skills which will help you to improve your employability W14. be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals W15. know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you W16. know your rights and responsibilities in a selection process and strategies to use to improve your chances of success W17. review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</p>
Composite 3	Relationships & Sex: Communicating in Relationships	<p>R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner R26. the reasons why people choose to adopt/foster children 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 H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) H27. about specific STIs, their treatment and how to reduce the risk of transmission H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services) H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services H30. about healthy pregnancy and how lifestyle choices affect a developing foetus H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</p>
Composite 4	Health and Wellbeing: Independence and Health	<p>H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help H15. the purpose of blood, organ and stem cell donation for individuals and society H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them 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. about the current legal position on abortion and the range of beliefs and opinions about it C10. the legal system in the UK, different sources of law and how the law helps society deal with complex problems</p>

Year 11 Life Skills Overview

Year 11 LTP Overview		Pupils will know and understand:
Composite 5	Living in the Wider World: Building for the Future	<p>L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p>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</p> <p>L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p>L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p> <p>L16. how to effectively budget, including the benefits of saving</p> <p>L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p>L18. to recognise and manage the range of influences on their financial decisions</p> <p>L22. that there are positive and safe ways to create and share content online and the opportunities this offers</p> <p>L23. strategies for protecting and enhancing their personal and professional reputation online</p> <p>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</p> <p>L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this</p> <p>L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this</p> <p>L27. strategies to critically assess bias, reliability and accuracy in digital content</p> <p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health</p> <p>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</p> <p>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</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p> <p>H18. the ways in which industries and advertising can influence health and harmful behaviours</p> <p>W5. explain how work and working life is changing and how this may impact on your own and other people’s career satisfaction</p> <p>W8. recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues</p> <p>W9. be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices</p> <p>W13. show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may</p> <p>C12. 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</p>

Year 12 Life Skills Overview

Year 12	Composite 1	Composite 2	Composite 3	Composite 4	Composite 5	Composite 7
	Living in the Wider World	Health & Wellbeing	Relationships & Sex	Health & Wellbeing	Living in the Wider World	Living in the Wider World
	Post-16 Step Up	Healthy Lifestyle Choices	Establishing and respecting boundaries in relationships	Developing Self Awareness	Planning for the Future	Next Steps and Personal Safety
1	What is an NBA Post 16 student like? Academy Values	What are the personal and social consequences of alcohol misuse?	Is this Love or Lust?	What are the impacts of separation and loss?	Which Laws impact you and what do they mean?	Why would particular jobs be suited or not be suited to our personalities, skills and attributes?
2	What is the step up from GCSE to ALevel/Level 3?	What are the consequences of substance misuse?	How can strong emotions be managed in relationships?	What are common mental health issues and coping strategies?	What do you know about money?	What employability skills are required to successfully achieve my next steps?
3	How can I be a resilient student?	Is smoking really that bad and is vaping ok?	Why is personal safety important in relationships?	What impact does the media have on body image?	What is budgeting and how to budget effectively?	How to market yourself effectively?
4	What study skills do I require for Post 16 success?	What are young adult illnesses and their symptoms and treatment?	What are the pros and cons of online dating?	What are the links between suicide and young men?	How can I eat healthily on a budget?	When and how to report or access help in relation to extremism and radicalisation?
5	How can I have and maintain a positive mindset?	What are the positives and negatives of gaming and gambling?	What contributes to rape culture?	How can suicide be prevented?	Work or study - what are my next steps?	How should I manage emergency situations safely?
6	How can I ensure positive work, life balance?	Why is it important to keep physically healthy while studying?			What are my career ambitions?	What considerations do I need to think about when preparing to drive and driving safely?
7	Why is respectful, assertive communication important in relationships?	How can I relax and de-stress in a healthy way?			Why is goal setting and contingency planning important?	What do you need to plan to travel safely abroad?
8	What influences do faith and cultural views have on relationships?					

Year 12 Life Skills Overview

Year 12 LTP Overview		Pupils will know and understand :
Composite 1	Living in the Wider World: Post 16 Step UP	<p>H1. skills and strategies to confidently manage transitional life phases</p> <p>H4. to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety</p> <p>H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing</p> <p>H13. how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online</p> <p>R2. to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion</p> <p>R3. to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships</p> <p>R4. to manage mature friendships, including making friends in new places</p> <p>R6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy</p> <p>R8. to use constructive dialogue to support relationships and negotiate difficulties</p> <p>R21. to recognise forced marriage and ‘honour’ based violence; to get help for themselves or others they believe to be at immediate or future risk</p> <p>L1. to be enterprising in life and work</p>
Composite 2	Health & Wellbeing: Healthy Lifestyle Choices	<p>H4. to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety</p> <p>H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours [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 students who are more vulnerable (e.g. personal accounts of weight change)</p> <p>H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing</p> <p>H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support</p> <p>H8. to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening</p> <p>H10. how to register with and access health services in new locations</p> <p>H11. to recognise illnesses that particularly affect young adults, such as meningitis and ‘freshers’ flu’</p> <p>H13. how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online</p> <p>H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it</p> <p>H17. to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime</p> <p>H21. to manage alcohol and drug use in relation to immediate and long-term health</p> <p>H22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking</p> <p>H23. the impact of alcohol and drug use on road safety, work-place safety, reputation and career</p> <p>H24. the risks of being a passenger with an intoxicated driver and ways to manage this</p> <p>L20. to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate</p>
Composite 3	Relationships & Sex: Establishing and respecting boundaries in relationships	<p>R1. how to articulate their relationship values and to apply them in different types of relationships</p> <p>R4. to manage mature friendships, including making friends in new places</p> <p>R5. to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online</p> <p>R6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy</p> <p>R7. to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between ‘love’ and ‘lust’</p> <p>R8. to use constructive dialogue to support relationships and negotiate difficulties</p> <p>R9. to manage the ending of relationships safely and respectfully, including online</p> <p>R11. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people’s right to give, not give, or withdraw their consent (in all contexts, including online)</p> <p>R12. to understand the emotional, physical, social and legal consequences of failing to respect others’ right not to give or to withdraw consent</p> <p>R13. how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities</p> <p>R20. to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships</p> <p>R22. to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support</p> <p>L23. how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this</p>

Year 12 Life Skills Overview

Year 12 LTP Overview		Pupils will know and understand :
Composite 4	Health & Wellbeing: Developing Self Awareness	<p>H2. to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure</p> <p>H3. to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences</p> <p>H4. to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety</p> <p>H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours [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 students who are more vulnerable (e.g. personal accounts of weight change)</p> <p>H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing</p> <p>H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support</p>
Composite 5	Living in the Wider World: Planning for the Future	<p>L1. to be enterprising in life and work</p> <p>L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills</p> <p>L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities</p> <p>L4. the implications of the global market for their future choices in education and employment</p> <p>L7. how to recognise career possibilities in a global economy</p> <p>L8. their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'</p> <p>L13. how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)</p> <p>L14. to understand and manage salary deductions including taxation, national insurance and pensions</p> <p>L15. to evaluate savings options</p> <p>L16. to exercise consumer rights, including resolving disputes and accessing appropriate support</p> <p>L17. to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice</p> <p>L18. to evaluate the potential gains and risks of different debt arrangements and repayment implications</p> <p>L19. to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers</p> <p>R12. to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent</p> <p>H12. how to maintain a healthy diet, especially on a budget</p> <p>H17. to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime</p>
Composite 6	Living in the Wider World: Next Steps and Personal Safety	<p>L1. to be enterprising in life and work</p> <p>L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills</p> <p>L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities</p> <p>L4. the implications of the global market for their future choices in education and employment</p> <p>L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities</p> <p>L6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews</p> <p>L22. to build and maintain a positive professional online presence, using a range of technologies</p> <p>L25. when and how to report or access help for themselves or others in relation to extremism and radicalisation</p> <p>H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it</p> <p>H15. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely</p> <p>H16. to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements</p> <p>H17. to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime</p> <p>H22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking</p> <p>R23. strategies to recognise, de-escalate and exit aggressive social situations</p>

Year 13 Life Skills Overview

Year 13	Composite 1	Composite 2	Composite 3	Composite 4	Composite 5
	Relationships & Sex	Living in the Wider World	Relationships & Sex	Living in the Wider World	Health & Wellbeing
	Society, Diversity and Influence	Developing professional relationships and leadership skills	Fertility and Reproductive Health	Global Citizens our role in the Wider World	Mental Health - Managing Stress and Anxiety
1	What current issues cause a conflict of opinions in society?	What are effective leadership styles and what is mine?	What is the best choice of contraception? Sexual health and STI's, symptoms, cause and treatments?	How can I effectively seek employment?	How do I stay motivated and overcome de-motivation?
2	What is Trans Identity and the Gender Recognition Act?	How can I form positive relationships?	What can impact fertility and are there solutions to infertility? Pregnancy and young parenthood - what are my choices?	How should I complete an effective application?	Why should I monitor my health? Health services available
3	Why is it important for us to understand our own sexuality (if we can) and that of others?	What are the benefits of working independently compared to working as a team?	What constitutes consent and sexual exploitation and abuse?	What are the features of respectful professional conduct?	Why do I need to prioritise my mental health? Positive mental health
4	Why do people come out as LGBTQ+ and others choose not to?	Why are effective communication skills so important?	How can substance abuse link to risky sexual behaviour?	What are your rights as an employee? 16-18 year old	Why do I need to prioritise my mental health? Warning signs and support networks
5	What are human rights in society?	How do I manage challenging relationships?	How do I end an intimate relationship?	What are your rights as a consumer? Protecting your rights	How can I effectively manage exam and study stress? Feelings about exam stress and what is normal
6	What types of criminal activity do you associate with gangs?	How do I manage challenging relationships in the workplace?			How can I effectively manage exam and study stress? After the exams, results day and options
7	What impact does gangs, knife crime and organised crime have on communities?	How can I build a positive online profile?			
8	What is impulse aggression and instrumental aggression? And how can an aggressive situation be de-escalated?				

Year 13 Life Skills Overview

Year 13 LTP Overview		Pupils will know and understand:
Composite 1	Relationships & Sex: Society, Diversity and Influence	<p>R2. to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion</p> <p>R3. to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships</p> <p>R19. to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online</p> <p>R20. to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships</p> <p>R22. to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support</p> <p>R23. strategies to recognise, de-escalate and exit aggressive social situations</p> <p>R24. to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon</p> <p>R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination</p> <p>H1. skills and strategies to confidently manage transitional life phases</p>
Composite 2	Living in the Wider World: Developing professional relationships and leadership skills	<p>L1. to be enterprising in life and work</p> <p>L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities</p> <p>L9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols</p> <p>L11. to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation</p> <p>L20. to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate</p> <p>L21. to effectively challenge online content that adversely affects their personal or professional reputation</p> <p>L22. to build and maintain a positive professional online presence, using a range of technologies</p> <p>L23. how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this</p> <p>L24. to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation</p> <p>R1. how to articulate their relationship values and to apply them in different types of relationships</p> <p>R4. to manage mature friendships, including making friends in new places</p> <p>R6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy</p> <p>R8. to use constructive dialogue to support relationships and negotiate difficulties</p> <p>R10. to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships</p>
Composite 3	Relationships & Sex: Fertility and Reproductive Health	<p>R1. how to articulate their relationship values and to apply them in different types of relationships</p> <p>R5. to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online</p> <p>R6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy</p> <p>R8. to use constructive dialogue to support relationships and negotiate difficulties</p> <p>R9. to manage the ending of relationships safely and respectfully, including online</p> <p>R11. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)</p> <p>R12. to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent</p> <p>R13. how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities</p> <p>R14. to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age</p> <p>R15. to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner</p> <p>R16. how to effectively use different contraceptives, including how and where to access them</p> <p>R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)</p> <p>R18. to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly</p> <p>R19. to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online</p> <p>R20. to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships</p> <p>R22. to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support</p> <p>H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it</p> <p>H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships</p> <p>H19. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)</p> <p>H20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment</p> <p>H22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking</p>

Year 13 Life Skills Overview

Year 13 LTP Overview		Pupils will know and understand:
Composite 4	Living in the Wider World: Global Citizens our role in the Wider World	<p>L4. the implications of the global market for their future choices in education and employment</p> <p>L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities</p> <p>L6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews</p> <p>L7. how to recognise career possibilities in a global economy</p> <p>L8. their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'</p> <p>L9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols</p> <p>L10. to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection</p> <p>L11. to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation</p> <p>L12. the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours</p> <p>L16. to exercise consumer rights, including resolving disputes and accessing appropriate support</p>
Composite 5	Health and Wellbeing: Mental Health – Managing Stress and Anxiety	<p>H4. to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety</p> <p>H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours [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 students who are more vulnerable (e.g. personal accounts of weight change)]</p> <p>H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing</p> <p>H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support</p> <p>H8. to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening</p> <p>H9. to consistently access reliable sources of information and evaluate media messages about health; and how to make informed decisions about health, including vaccination/immunisation'</p> <p>L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities</p>