

Week	Autumn 1 - Respect	Knowledge	Skills	Understanding
1	<b>Ground Rules/Safety</b>  <b>Gatsby Benchmarks 3, 8</b>	<b>Lesson 1</b>  <b>CT2.1</b> to develop a sense of self and ethnic identity and cultural heritage <b>CT</b> <b>CT2.8</b> how to respect equality and diversity <b>CT</b> <b>CT2.9</b> how to identify and access appropriate advice and support <b>CM</b>	<b>S1.1</b> Critical, constructive self-reflection - aware of own needs, motivations, strengths, next steps for development, influence of perception <b>CT</b> <b>S1.4</b> Making decisions and choices (knowing when to be flexible, when to hold firm) <b>CT</b> <b>S1.5</b> Recognising common ways we can develop unhelpful thinking <b>CT</b> <b>S1.8</b> Recognising and managing the need for peer approval <b>CT CM</b>	<b>E3.2</b> about the Equality Act 2010, the similarities, differences and diversity among people with protected characteristics <b>CT</b> <b>E3.3</b> about discrimination and stigma (included those with HIV), <b>CT</b> <b>E3.4</b> to recognise that they have the same rights to opportunities in learning and work as other people and to recognize and challenge stereotypes <b>CT CL</b> <b>E4.2</b> about the Equality Act 2010, <b>CT</b> <b>E4.3</b> about discrimination and stigma <b>CT CL</b> <b>H3.15</b> recognising when they or others need support, <b>CT CL</b>
2	<b>Identifying our 'Values'</b>  <b>Gatsby Benchmarks 2, 3, 8</b>	<b>Lesson 2</b>  <b>CT3.1</b> about respect for self and others and the importance of responsible behaviours and actions <b>CT CL</b> <b>CT3.3</b> to respect equality and to be an active citizen of a diverse community <b>CM</b>	<b>S2.1</b> Active listening <b>CM</b> <b>S2.2</b> Empathy <b>CM CL</b> <b>S2.3</b> Communication (nonverbal & verbal) <b>CM</b> <b>S2.4</b> Negotiation <b>CL CM</b> <b>S2.7</b> Responding to the need for positive affirmation for self and others <b>CM CL</b>	<b>R3.2</b> to recognise, clarify and if necessary challenge their own core values and how their values influence their choices and behaviours <b>CT CL CM</b> <b>R3.4</b> to further develop skills of team working <b>CM CL</b> <b>R3.5</b> to develop communication skills of active listening <b>CM</b>
3	<b>Language – Respect &amp; Language Charter</b>  <b>Gatsby Benchmarks 2, 3, 5, 6, 8</b>	<b>Lesson 3</b>  <b>CT3.2</b> about rights and responsibilities as members of families, different groups and communities, members of diverse communities, and as participants in the local and national economy <b>CT CM CL</b>	<b>S3.1</b> Formulating questions <b>CM CT</b> <b>S3.6</b> Drawing and defending conclusions using evidence and not just assertion <b>CT</b>	<b>R3.15</b> the concept of sexual orientation as a spectrum <b>CT</b>
4	<b>Equalities</b>  <b>Gatsby Benchmarks 2, 3, 4, 8</b>	<b>Lesson 4</b>		
5	<b>Anti-Bullying</b>  <b>Gatsby Benchmarks 3, 4, 8</b>	<b>Lesson 5</b>		
6	<b>Anti-Bullying</b>  <b>Gatsby Benchmarks 3, 4, 8</b>	<b>Lesson 6</b>		

7	<b>Team Building/Friendships</b>  Gatsby Benchmarks 3, 4, 6, 8  <b>Lesson 7</b>		<b>S3.8</b> Evaluating social norms and recognising stereotypes <b>CT</b>	<b>R3.20</b> unacceptability of racist, sexist, homophobic, biphobic, <b>CL CT</b> transphobic and disablist language and other prejudiced behaviour <b>R3.24</b> to recognise bullying, conflict and abuse in all its forms <b>CT</b>
<b>Week</b>	<b>Autumn 2 - SRE Healthy Relationships</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Understanding</b>
1	<b>Healthy Relationships</b>  Gatsby Benchmarks 2, 3, 4, 8  <b>Lesson 8</b>	<b>CT1.4</b> how to recognise risky or negative relationships including all forms of bullying and abuse, sexual and other violence and online encounters <b>CT</b> <b>CT1.9</b> how to respond in an emergency <b>CM</b>	<b>S1.2</b> Learning from experience and mistakes to seek out and make use of constructive feedback <b>CT CM</b> <b>S1.4</b> Making decisions and choices (knowing when to be flexible, when to hold firm) <b>CT</b> <b>S1.6</b> Resilience <b>CT</b> <b>S1.7</b> Self-regulation <b>CT</b>	<b>H3.12</b> how the media portrays young people <b>CT</b> <b>H3.15</b> recognising when they or others need support <b>CT</b> <b>R3.6</b> that relationships can cause strong feelings and emotions (including sexual) <b>CT CM</b> <b>R3.7</b> the features and emotional aspects of positive, healthy and stable relationships <b>CT</b>
2	<b>Domestic Abuse</b>  Gatsby Benchmarks 2, 3, 8  <b>Lesson 9</b>	<b>CT2.3</b> understand the nature and importance of healthy relationships to wellbeing, parenthood and family life <b>CT CM</b>	<b>S2.4</b> Negotiation (including flexibility, self-advocacy and compromise) <b>CM CT</b>	<b>R3.3</b> that there are different types of relationships (families, teams, class, friendships, romantic or intimate relationships); the factors that can affect these (including age, gender, power and interests) and the qualities and behaviours they should expect and exhibit in positive, healthy relationships <b>CT</b>
3	<b>Sexting, Rape, Sharing of images</b>  Gatsby Benchmarks 3, 4, 8  <b>Lesson 10</b>	<b>CT2.4</b> how to recognise risky or negative relationships <b>CT CM</b> <b>CT2.5</b> how to respond to and deal with risky or negative relationships and ask for help <b>CT CM</b>	<b>S2.6</b> Recognising and developing strategies for managing and challenging pressure <b>CT</b> <b>S2.7</b> Responding to the need for positive affirmation for self and others <b>CT CM</b>	<b>R3.13</b> to understand what expectations might be of having a girl/boyfriend / partner <b>CT</b>
4	<b>Consent and The Law</b>  Gatsby Benchmarks 2, 3, 4, 8  <b>Lesson 11</b>	<b>CT2.9</b> how to identify and access appropriate advice and support <b>CM</b>	<b>S3.7</b> Identification, assessment (including prediction) and management of risk <b>CT</b> <b>S3.8</b> Evaluating social norms and recognising stereotypes <b>CT</b>	<b>R3.21</b> the safe and responsible use of information communication technology <b>CT CM</b>
5	<b>Stalking/Grooming</b>  Gatsby Benchmarks 3, 8  <b>Lesson 12</b>		<b>S2.1</b> Active listening <b>CM</b> <b>S3.3</b> Analysis <b>CT</b>	

6	<b>Exploitation</b> <b>Gatsby Benchmarks 3, 8</b>	<b>Lesson 13</b>			<b>R4.8</b> to recognise that the portrayal of relationships and sex in the media and social media (which might include as appropriate music videos, advertising, 'sexting', pornography) does not reflect real life and may have a range of impacts <b>CT</b>
7	<b>Getting help/ helping friends</b> <b>Gatsby Benchmarks 3, 8</b>	<b>Lesson 14</b>			<b>R4.17</b> what laws exist to protect their right to withhold their consent <b>CT</b>

Week	Spring 1 - Preparation for Adult Life	Knowledge	Skills	Understanding
1	<b>Careers – College Applications – College Open Days</b> <p style="text-align: right;"><b>Lesson 15</b></p> <p><b>Gatsby Benchmarks 1, 2, 3, 4, 7, 8</b></p>	<p><b>CT3.2</b> about rights and responsibilities as members of families, different groups and communities, members of diverse communities, and as participants in the local and national economy <b>CT</b></p> <p><b>CT3.3</b> to respect equality and to be an active citizen of a diverse community <b>CT CL</b></p> <p><b>CT3.5</b> economic and business environment <b>CT</b></p> <p><b>CT3.7</b> how money plays an important part in people’s lives <b>CT</b></p> <p><b>CT3.8</b> how to make informed choices and be enterprising and ambitious <b>CT</b></p> <p><b>CT3.9</b> how to develop employability, team working and leadership skills and develop flexibility and resilience <b>CT CM</b></p> <p><b>CT3.10</b> how to develop employability, team working and leadership skills <b>CT CY</b></p> <p><b>CT3.11</b> personal financial choices and consumer responsibilities <b>CT</b></p>	<p><b>S1.1</b> Critical, constructive self-reflection - aware of own needs, motivations, strengths, next steps for development, influence of perception <b>CT</b></p> <p><b>S1.4</b> Making decisions <b>CT</b></p> <p><b>S1.3</b> Setting challenging personal goals <b>CY CT</b></p> <p><b>S1.9</b> Self organisation (time Management). <b>CT</b></p> <p><b>S2.1</b> Active listening <b>CM</b></p> <p><b>S2.3</b> Communication (nonverbal &amp; verbal) <b>CM</b></p> <p><b>S3.1</b> Formulating questions <b>CM</b></p> <p><b>S3.2</b> Gathering and using data <b>CT</b></p> <p><b>S3.3</b> Analysis <b>CT</b></p> <p><b>S3.4</b> Planning and deciding <b>CT</b></p> <p><b>S3.9</b> Reviewing progress against objectives. <b>CT</b></p>	<p><b>E3.6</b> to identify own strengths, interests, skills and qualities regarding future employability <b>CT</b></p> <p><b>E3.9</b> about different work roles and career pathways, <b>CT</b></p> <p><b>E3.10</b> about the labour market <b>CT</b></p> <p><b>E3.12</b> the benefits of being ambitious and enterprising in all aspects of life <b>CT</b></p> <p><b>E3.15</b> to assess and manage risk in relation to financial decisions that young people might make <b>CT</b></p> <p><b>E3.17</b> to explore social and moral dilemmas about the use of money, (including how the choices students make as consumers affect other people’s economies and environments) <b>CT</b></p> <p><b>E4.2</b> about the Equality Act 2010 <b>CT</b></p> <p><b>E4.3</b> about discrimination and stigma <b>CT</b></p> <p><b>E4.6</b> how their strengths, interests, skills and qualities are changing and how these relate to future employability <b>CT</b></p> <p><b>E4.7</b> about the information, advice and guidance available to them and how to access it <b>CM CT</b></p> <p><b>E4.8</b> to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team working, networking and managing online presence) <b>CY CT</b></p> <p><b>E4.9</b> about the range of opportunities available to them for career</p>
2	<b>What makes a good CV /CV writing</b> <p style="text-align: right;"><b>Lesson 15</b></p> <p><b>Gatsby Benchmarks 1, 2, 3, 4, 7, 8</b></p>			
3	<b>Interview preparation and practice</b> <p style="text-align: right;"><b>Lesson 17</b></p> <p><b>Gatsby Benchmarks 1, 2, 3, 4, 5, 7, 8</b></p>			
4	<b>Rights, Democracy &amp; Voting</b> <p style="text-align: right;"><b>Lesson 18</b></p> <p><b>Gatsby Benchmarks 2, 3, 8</b></p>			
5	<b>Money Management</b> <p style="text-align: right;"><b>Lesson 19</b></p> <p><b>Gatsby Benchmarks 1, 3, 4, 8</b></p>			
6	<b>Opening a Bank Account</b> <p style="text-align: right;"><b>Lesson 20</b></p> <p><b>Gatsby Benchmarks 3, 4, 8</b></p>			

Week	Spring 2 - Being Healthy	Knowledge	Skills	Understanding
1	<b>Being Healthy</b> Lesson 21 Gatsby Benchmarks 2, 3, 4, 5, 8	<b>CT1.1</b> what is meant by a healthy lifestyle <b>CT</b> <b>CT1.3</b> how to manage risks to physical and emotional health and wellbeing <b>CT</b> <b>CT1.7</b> how to make informed choices about health and wellbeing <b>CT</b> <b>CT1.8</b> how to assess and manage risks <b>CT</b> <b>CT1.9</b> how to respond in an emergency <b>CT</b> <b>CT1.10</b> to identify different influences on health and wellbeing <b>CT</b> <b>CT2.9</b> how to identify and access appropriate advice and support <b>CT CM</b>	<b>S1.6</b> Resilience <b>CT</b> <b>S1.7</b> Self-regulation <b>CT</b> <b>S2.6</b> Recognising and developing strategies for managing and challenging pressure <b>CT</b> <b>S3.4</b> Planning and deciding <b>CT</b> <b>S3.8</b> Evaluating social norms and recognising stereotypes <b>CT</b>	progression, including in education, training and employment <b>CT</b> <b>E4.11</b> to take full advantage of any opportunities for work experience that are available <b>CY CM</b> <b>H3.1</b> to recognise their personal strengths, areas for development and set goals <b>CY CM</b>
2	<b>Drugs and Categories</b> Lesson 22 Gatsby Benchmarks 2, 3, 4, 8			
3	<b>Drugs Safety</b> Lesson 23 Gatsby Benchmarks 2, 3, 4, 8			
4	<b>Alcohol Safety</b> Lesson 24 Gatsby Benchmarks 2, 3, 4, 8			

5	<b>Smoking vs Vaping (&amp; money management)</b>  Lesson 25 <b>Gatsby Benchmarks 2, 3, 4, 8</b>			decisions regarding substances, <b>CT H4.18</b> factual information about legal and illegal substances, so called legal highs, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse <b>CT H4.23</b> about how to access local health services <b>CT</b>
6	<b>Contraception, Condom Skills, STIs, Testing</b>  Lesson 26 <b>Gatsby Benchmarks 2, 3, 4, 8</b>			
<b>Week</b>	<b>Summer 1 - Wellbeing</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Understanding</b>
1	<b>Mental Health – Sleep, Stress, Mindfulness</b>  Lesson 27 <b>Gatsby Benchmarks 3, 4, 8</b>	<b>CT1.1</b> what is meant by a healthy lifestyle <b>CT</b> <b>CT1.2</b> how to maintain physical, mental and emotional health and wellbeing <b>CT</b>	<b>S1.6</b> Resilience <b>CT</b> <b>S1.7</b> Self-regulation <b>CT</b> <b>S2.6</b> Recognising and developing strategies for managing and challenging pressure <b>CT</b>	<b>E4.8</b> to further develop study skills (including time management, self-organisation and presentation, project planning) <b>CT</b> <b>H3.4</b> to understand that self-esteem can change with personal circumstances <b>CT</b>
2	<b>Mental Health – Self Harm/Eating Disorders</b>  Lesson 28 <b>Gatsby Benchmarks 3, 4, 8</b>	<b>CT1.3</b> how to manage risks to physical and emotional health and wellbeing <b>CT</b> <b>CT1.7</b> how to make informed choices about health and wellbeing matters maintaining a balanced diet; physical activity; emotional health and wellbeing <b>CT</b>	<b>S1.9</b> Self organisation (time management). <b>CT</b> <b>S3.4</b> Planning and deciding <b>CT</b> <b>S3.6</b> Drawing and defending conclusions using evidence <b>CT</b>	<b>H3.5</b> the characteristics of good mental and emotional health <b>CT</b> <b>H3.9</b> the benefits of physical activity and exercise <b>CT</b>
3	<b>Staying Positive &amp; Resilience 1 Barclays</b>  Lesson 29 <b>Gatsby Benchmarks 3, 4, 8</b>	<b>CT1.10</b> to identify different influences on health and wellbeing <b>CT</b> <b>CT1.12</b> the role and influence of the media on lifestyle <b>CT CM</b>		<b>H3.15</b> recognising when they or others need support <b>CT CM</b>
4	<b>Staying Positive &amp; Resilience 2 Barclays</b>  Lesson 30 <b>Gatsby Benchmarks 3, 4, 8</b>	<b>CT2.3</b> understand the nature and importance of healthy relationships to wellbeing <b>CT CM</b>		<b>H4.5</b> the characteristics of good mental and emotional health <b>CT</b>
5	<b>Revision – Preparation &amp; Techniques</b>  Lesson 31 <b>Gatsby Benchmarks 2, 3, 4, 7, 8</b>	<b>CT2.9</b> how to identify and access appropriate advice and support <b>CT CM</b> <b>CT3.8</b> how to make informed choices and be enterprising and ambitious <b>CT</b>		<b>H4.10</b> to recognise and manage what influences their choices about health and wellbeing, exercise and eating a balanced diet (including understanding the risks associated with both obesity and dieting) <b>CT</b> <b>H4.15</b> recognising when they or others need support, sources of help

6	<p><b>Preparing a Revision Time table</b></p> <p style="text-align: right;"><b>Lesson 32</b></p> <p><b>Gatsby Benchmarks 3, 4, 8</b></p>			<p>or support and strategies for accessing it <b>CT CM</b></p> <p><b>H4.23</b> about how to access local health services <b>CT CM</b></p>
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