



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p><b>2021</b></p> <p><b>Post Covid Recovery DfE/ PHE.</b></p> <p>Mental Health-transition, support, embracing change,</p> <p>Friendship, positive relationships, worry and how to deal with it.</p>	<p>H2. understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H5. recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these 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>Transition</p> <p>Change</p> <p>Anxiety</p> <p>Self belief</p> <p>Hope</p> <p>Gratitude</p> <p>Negative bias</p> <p>Positive bias</p> <p>Unhelpful thinking</p> <p>Mindfulness</p> <p>Resilience</p> <p>Covid</p> <p>Positive relationships</p>	<p>Worries about transition and how to overcome them.</p> <p>Friendship &amp; changing friendships.</p> <p>Helping others</p> <p>Online friendships</p> <p>Positive relationships</p> <p>Dealing with change.</p> <p>Worry.</p> <p>Strategies for managing worry and anxieties.</p>	<p>Primary school PSHE PoS and preparation for transition., managing change and emotions.</p>	



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<p><b>Equality and Discrimination</b></p>	<p>Celebrate Black History Month</p> <p>And recognise why it is important.</p>	<p>Equality</p> <p>Discrimination</p> <p>Prejudice</p> <p>Windrush</p> <p>Immigration</p> <p>Rights</p> <p>Responsibilities</p> <p>British Values</p> <p>Tolerance</p> <p>Human Rights</p>	<p>Why we need Black History Month and what it is about.</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>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>	



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<b>Online Safety</b>	<p>Over this half term pupils will look at online safety.</p> <p>This is in line with the statutory PSHE Programme of Study listed in Linked Learning.</p>	Social Media Appropriate Inappropriate Healthy Unhealthy Abuse Grooming Harassment Exploitation	Social media safety Online safety & privacy Bullying Cyber bullying Managing inappropriate behaviours online	R2. indicators of positive, healthy relationships and unhealthy relationships, including online	
Social Media	<p>Understand the law and advantages/ disadvantages of Social Media use.</p> <p>R37. Understand 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>	Social Media Appropriate Inappropriate Healthy Unhealthy Abuse Grooming Harassment Exploitation	Benefits and dangers of social media Age appropriateness Dealing with unwanted communication	L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms R2. indicators of positive, healthy relationships and unhealthy relationships, including online	



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<p>Online Safety and Privacy– Digital Footprint.</p>	<p>My digital footprint.</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>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p>	<p>Digital Footprint</p> <p>Personal boundaries</p> <p>Appropriate</p> <p>Inappropriate</p> <p>Media</p> <p>Digital content</p>	<p>What is a digital footprint?</p> <p>Making informed decisions about appropriate media and content.</p> <p>Peer pressure.</p> <p>What do I want my Digital Footprint to look like?</p>	<p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</p> <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><b>Friendship</b></p> <p><b>Bullying and cyberbullying</b></p>	<p>R1 Understand the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</p> <p>Demonstrate the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict,</p>	<p>Healthy friendships</p> <p>Bullying</p> <p>Cyberbullying.</p> <p>Trust</p> <p>Respect</p> <p>Boundaries</p> <p>Privacy</p> <p>Conflict management</p>	<p>What is friendship?</p> <p>Am I a good friend?</p> <p>Bullying– key signs.</p> <p>Online (cyber) bullying.</p>	<p>L6. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored</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>	



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<b>British Values</b> <b>Dropdown PSHE</b>	Understand What the 5 British Values are. Why we have them How to use them in everyday life in our behaviour, expression of opinions and treatment of others Celebrate them	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance Equality	What are British Values? Where do they come from? Why we are fortunate to live in a country with values. How we can apply them when discussing some controversial topical issues.	R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours	
<b>Challenging Discrimination</b>	Understand the consequences of discriminatory language and behaviour. Accept and respect that your view point is not the only one.	Stereotyping Bullying Discrimination	Applying British and Catholic values to discussions and opinion forming.	British Values/ Equality Act R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice	
<b>Target Setting</b>	Review progress this term. Set SMART targets for the following term.		Use data/ written reports to review progress. Review what makes a good target. Set three targets.	L2. to review their strengths, interests, skills, qualities and values and how to develop them L3. to set realistic yet ambitious targets and goals L6. the importance and benefits of being a lifelong learner	



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<p><b>Emotional &amp; Physical Health Including Puberty</b></p>	<p>Over this half term pupils will look at their emotional and physical health and factors affecting it.</p> <p>ACE's and EmBrace.</p> <p>They will continue to look at how they can improve their chances of success at school.</p> <p>This is in line with the statutory PSHE Programme of Study listed in Linked Learning.</p>		<p>Making choices– resilience</p> <p>Healthy lifestyle– activity, sleep, diet, fun</p> <p>Puberty</p> <p>Hygiene</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><b>ACE's and EmBrace Stress</b></p>	<p>Understand what an ACE is and the effects that ACE's can have.</p> <p>Understand the effects that stress has on the brain.</p> <p>Understand that no one has a lesser or bigger problem. All problems are relative to the person experiencing them.</p> <p>Develop strategies to deal with the effect of ACE's/ stress.</p>	<p>ACE</p> <p>Stress</p> <p>Resilience</p>	<p>What is an ACE and how can it affect a young person?</p> <p>Why?</p> <p>Stress and the brain/ success.</p> <p>Resilience and coping strategies</p>	<p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p>	



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<b>Puberty &amp; hygiene</b>	<p>Physical and emotional changes</p> <p>H20. Be aware of and develop strategies for maintaining personal hygiene, including oral health, and prevention of infection</p> <p>H34. Explore strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p>	<p>Puberty</p> <p>Hormones</p> <p>Emotions</p> <p>Hygiene</p>	<p>Recap physical changes</p> <p>Impact of hormonal changes and effects on emotions.</p> <p>Personal hygiene.</p>	<p>H19. the importance of taking increased responsibility for their own physical health including dental check-ups</p>	
<b>Health and Lifestyle</b>	<p>Understand .the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>Recognise the importance of sleep.</p> <p>Recognise he role of a balanced diet .</p>	<p>Exercise</p> <p>Sleep</p> <p>Wellbeing</p> <p>Diet</p>	<p>Information and discussion on benefits of activity, sleep, diet and enjoyment/ relaxation.</p> <p>Factors influencing this– money/ time.</p> <p>Neglect v’s poverty</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>H14. Understand .the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>H15. Recognise the importance of sleep and strategies to maintain good quality sleep H16. to recognise and manage what influences their choices about physical activity</p> <p>H17. Recognise he role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>H18. Understand what might influence decisions about eating a balanced diet and strategies to manage eating choices</p>	



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<p><b>Careers</b></p> <p><b>National Apprenticeship Week</b></p>	<p>Explore future career opportunities</p> <p>Understand how the labour market works</p>	<p>Apprentice</p> <p>Apprenticeship</p>	<p>National Apprenticeship Week</p> <p>Changes in the labour market.</p> <p>Jobs available</p> <p>How to plan for your future career.</p>	<p>L3. to set realistic yet ambitious targets and goals</p> <p>L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process</p> <p>L8. about routes into work, training and other vocational and academic opportunities, and progression routes</p> <p>L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p>	



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<b>Risk Taking &amp; Health</b>	<p>Over this half term pupils will look at risky behaviour and making informed decisions.</p> <p>They will explore the effects of legal and illegal drugs, risk management</p> <p>This is in line with the statutory PSHE Programme of Study listed in Linked Learning.</p>	<p>County Lines</p> <p>Risky behaviour</p> <p>Risk management.</p> <p>Substance misuse</p> <p>Substance abuse</p> <p>Overdose</p> <p>Controlled drug</p> <p>Over the counter drug</p> <p>Prescription drug</p> <p>Addiction</p> <p>Dependence</p> <p>Caffeine</p> <p>Nicotine</p>	<p>County Lines HT 3 dropdown</p> <p>Risk Taking</p> <p>Controlled/ prescription drugs</p> <p>Caffeine</p> <p>Alcohol</p> <p>Tobacco</p> <p>Volatile Substances</p> <p>Illegal drugs</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>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>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>	



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<b>First Aid</b>	<p>Over this half term pupils will look at basic First Aid.</p> <p>This is in line with the statutory PSHE Programme of Study listed in Linked Learning.</p>	<p>Severe</p> <p>Responsive</p> <p>Unresponsive</p>	<p>Bleeding</p> <p>Shock</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>	



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RSHE	<p>Recognise and manage different types of relationship</p> <p>Recognise the signs of inappropriate behaviour and the importance of feeling safe.</p>	<p>Healthy</p> <p>Unhealthy</p> <p>Conflict</p> <p>Grooming</p> <p>Abuse</p>	<p>Positive relationships -family</p> <p>Positive Healthy &amp; unhealthy relationships– friends</p> <p>Conflict resolution</p> <p>Grooming</p> <p>Feeling Safe- Abuse</p>	<p>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them 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>R16. to further develop the skills of active listening, clear communication, negotiation and compromise R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access</p> <p>R19. to develop conflict management skills and strategies to reconcile after disagreements R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships 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</p>	



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<b>Be Kind</b>	<p>Reflect on how name calling could make someone feel.</p> <p>Understand the importance of equality and dignity in the workplace.</p>	<p>Kind</p> <p>Appropriate</p> <p>Acceptable</p> <p>Assault</p> <p>Equality</p> <p>Dignity</p>	<p>The law and name calling/ physical assault</p> <p>The impact on the victim</p>	<p><b>Equality Act 2010</b></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 R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of and faith-based prejudice</p>	
<b>Risks</b>	<p>Evaluate risks and strategies to reduce the risk and increase personal safety.</p> <p>Your role in helping others stay safe</p>	<p>Risks</p> <p>Safety</p> <p>Assess</p> <p>Influence</p> <p>Responsibility</p>	<p>Road Safety</p> <p>Peer pressure</p>	<p>H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p>	



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<b>Diversity</b>	<p>Understand and respect diversity.</p> <p>Offer support and help</p> <p>Know where to get support and help.</p>	<p>Refugee</p> <p>Lesbian</p> <p>Gay</p> <p>Bisexual</p> <p>Transexual</p> <p>Homophobia</p> <p>Transphobia</p> <p>Biphobia</p> <p>Racism</p> <p>Empathy</p>	<p>Refugee Week</p> <p>LGBTQ+ Week</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>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</p>	



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<b>Careers</b>	Understand how what they are doing now will affect their future. Celebrate skills and achievements, building self esteem. Be more aware of opportunities available to them after they leave school	Aspirations Preparation Success Skills Qualities Achievements Ambition Influences Employability	Careers and where to get help What influences me? What does success look like? My skills Employability skills Career research. Developing creativity Setting targets	L2. to review their strengths, interests, skills, qualities and values and how to develop them L3. to set realistic yet ambitious targets and goals L4. the skills and attributes that employers value L5. the skills and qualities required to engage in enterprise L6. the importance and benefits of being a lifelong learner L12. about different work roles and career pathways, including clarifying their own early aspirations.	
<b>Drop Down Day</b>	Online Safety			L24. to understand how the way people present themselves online can have positive and negative impacts on them	