

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Big Idea	Identity and Relationships	Identity and Relationships	Mental Health	Equality and Discrimination	Equality and Discrimination	Drugs and Alcohol
Content  What are they learning?  (including keywords)	<p><b>What are they learning?</b></p> <p>Pupils revisit what makes a positive healthy relationship before moving into the importance of consent and what persuasion, pressure and coercion, including online grooming, look like.</p> <p><b>Keywords:</b></p> <p>Relationship, values, negotiation, passive,</p>	<p><b>What are they learning?</b></p> <p>Pupils learn how to identify different types of abuse in relationships and how to seek help. They then look at different gender identities, diversity and tolerance</p> <p><b>Key words</b></p> <p>Controlling, unhealthy, abuse, relationship, consent,</p>	<p><b>What are they learning?</b></p> <p>Pupils learn to evaluate the links between mental health and physical health, along with identifying misconceptions and how to challenge discriminatory language. Pupils then move onto how the body can react to stress both physically and emotionally before looking at the</p>	<p><b>What are they learning?</b></p> <p>In this unit pupils learn what social justice and inequality means, what the government does to challenge inequality and what individuals can do to challenge inequality</p> <p><b>Keywords:</b></p> <p>Equality, social justice, activism,</p>	<p><b>What are they learning?</b></p> <p>This unit is a continuation of last term's where we continue to look at equality and discrimination through the lens of disabled, LGBTQ+, gender, race and visual differences.</p> <p><b>Keywords:</b></p>	<p><b>What are they learning?</b></p> <p>In this unit, pupils learn about the dangers of tobacco, vaping and alcohol as well as how to manage risk.</p> <p><b>Keywords:</b></p> <p>Tobacco, nicotine, vaping, alcohol, pressure, social norms</p>

	aggressive, assertive, passive-aggressive, Consent, freedom, capacity, manipulation, grooming, exploitation, spoofing, sexting pressure, coercion	manipulative, boundaries, norms	influence of social media and how to promote emotional wellbeing online. Finally, pupils learn different strategies to cope with change, loss and grief  <b>Keywords</b>  Wellbeing. Discrimination, stereotype, misconception, digital resilience, grief, bereavement, dementia, Alzheimer's Disease.	protected characteristics, discrimination, diversity, inclusion, autism, neurodiversity,	Disablist, racist, hate crime, craniofacial conditions, cleft palate, vitiligo	
<p align="center"><b>Skills</b></p> <p>How are they learning it?</p>	Understanding boundaries and safe interaction, online safety, personal safety, recognising unsafe situations, assessing consequences	Online safety, social media safety, personal safety, questioning assumptions, increasing tolerance, respect, empathy	Healthy lifestyle habits, understanding physical, mental and emotional health, managing stress	Expressing ideas clearly, listening actively, using respectful language, respect, tolerance, empathy	Expressing ideas clearly, listening actively, using respectful language, respect, tolerance, empathy	Substance awareness, personal safety, recognising unsafe situations, assessing consequences, making safer decisions.

<p><b>Key Questions</b></p>	<p>What values are important in healthy relationships?</p> <p>What constitutes sexual harassment?</p> <p>How can people identify grooming, exploitation and coercion?</p>	<p>What is sexting and how is it best to cope with pressure to send sexual images?</p> <p>What are the different types of relationship abuse and how can people seek help if they need to?</p> <p>What are the different types of gender identity and sexual orientation?</p> <p>Why is tolerance in school and in society so important?</p>	<p>How are mental and physical health linked?</p> <p>What are the misconceptions around mental health?</p> <p>How can I regulate my mental and emotional health?</p> <p>How can people promote positive mental and emotional wellbeing?</p> <p>What support is there to help people through times of grief, loss or change?</p>	<p>How can I challenge inequality?</p> <p>How do the Equality Act protect people?</p> <p>How can I identify disablist language and bullying?</p>	<p>How can I challenge homophobia?</p> <p>Why are gender stereotypes harmful to everyone?</p> <p>How can I be an anti-racist and how do I report hate crimes?</p> <p>Why does society often portray people with visual differences in a negative way and why is this so harmful?</p>	<p>What are the short and long term consequences of drinking alcohol?</p> <p>What are the short and long term consequences of smoking alcohol and of vaping?</p> <p>Who and what can become pressures and how can we manage risk?</p>

<p><b>Assessment</b></p> <p>(specific assessed piece(s); milestone(s))</p>	<p>Online grooming comprehension assessment based on BBC videos about Breck Bednar</p>	<p>Create a diversity and tolerance poster that can be displayed in schools to promote the importance of these 2 British values.</p>	<p>Use the information about Dementia to create a poem/rap from the perspective of a family member of someone who has the condition.</p>	<p>Write a letter to a magazine editor explaining what changes they should make to the front covers of their magazine</p>	<p>Explain how being an anti-racist is different to not being racist.</p> <p>Write a paragraph to show your ideas of how individuals, schools and communities can be anti-racist.</p>	<p>Create an anti-vaping poster that includes facts about vaping and the consequences of vaping.</p>
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