

Year	HT1 Valuing myself and others	HT2 Responsibilities and values	HT3 Amplifying voices	HT4 Making safe choices	HT5 Growing and thriving	HT6 Healthy futures
Year 7	1- Starting Secondary School 2- Dealing with change in life 3- Respecting differences 4- Factors affecting different and appropriate relationships 5- Mental and emotional health 6- Presenting myself well	1- Strengths and values 2- Positive relationships 3- Family roles and responsibilities 4- Income inequality and ethics 5- Values in relationships	1- Mental health stigma 2- Social media 3- Self-image 4- Media representation of relationships 5- Responding when things go wrong online	1- Presenting self-online 2- Sharing images 3- Reducing risk online 4- Managing personal safety 5- First aid and common injuries	1- Consent 2- Peer influence 3- Puberty 4- Recognising bullying	1. Physical health 2. Balanced diet 3. Alcohol 4. Drugs 5. The Misuse of Drugs Act 1971
Sequencing	<p>The content of this unit, Valuing Myself and Others, helps students to think about their place in their community, supporting them to settle into secondary school. It encourages them to think about how they can work well as a member of a team, and how they must learn to balance their own need to articulate emotions with the need to employ social skills and build relationships. They will learn about different viewpoints and what it means to have extreme viewpoints, which will support them as they find their place in a much larger and more diverse school community that they have experienced before.</p>	<p>This unit, Responsibilities and Values, builds on the work on perspectives and differences that they have done in 7.01. They will review their own strengths, interests, skills, qualities and values and think about how to develop them, considering how these align with positive relationship behaviours. They will learn about roles and responsibilities within families, and consider how their values affect their choices, boundaries and behaviours.</p>	<p>This unit, Amplifying Voices, helps students to continue to think about the impact that they can have on their world. It begins by considering the relationship between the language we use and mental health stigma, moving on to looking at how we can use social media in a way that can enhance our lives. Analysing the portrayal of relationships in the media and the impact of the media on the way we view ourselves and others helps students to begin to think more critically about the role of the media in our formation of self-identity. This unit covers how to respond when things go wrong online.</p>	<p>Making Safe Choices introduces students to the idea that the way people present themselves online can have positive and negative impacts on them. We teach at strategies to manage pressure to share an image of themselves or others before considering how this relates to issues of consent and the law. Students are encouraged to think about managing personal safety in increasingly independent situations, including how to give first aid to themselves and others. Students will consider the safe choices they can make to set clear boundaries around aspects of life that they want to remain private.</p>	<p>An understanding of consent is deepened through a consideration of it in relation to peer influence. Students learn about triggers for unhealthy coping behaviours, and strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing. The topics of gender and sexuality are introduced, with students learning the meaning of key language such as heterosexual, homosexual and bisexual. The emphasis in these sessions is the universal right to be treated with respect and dignity</p>	<p>In this Healthy Futures unit, students are encouraged to take more responsibility for their health and success, both now and in the future. Students learn the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination, eating a balanced diet and maintaining personal hygiene. Students will learn that there are positive and negative ways that drugs are used, and will learn about over-the-counter medications and antibiotics as well as alcohol, nicotine and other legal and illegal substances</p>

Year	HT1 Building perspectives	HT2 My place in the world	HT3 Intimate relationships	HT4 Responding to risk	HT5 Making good decisions	HT6 Risks, attitudes and influences
Year 8	1- Discussing issues respectfully 2- Prejudice and discrimination 3- Building resilience 4- Managing stress 5- Managing emotions 6- Setting goals	1- Routines in the workplace 2- Social media 3- Building trust 4- Challenging harmful norms 5- Setting boundaries	1- Stable relationships 2- Intimate relationships 3- Consent 4- Legal and moral implications 5- Coercion	1- Online risks 2- Gangs 3- Consequences of carrying a weapon 4- Health decisions	1- How to access health services 2- Diet 3- Exercise 4- Water safety	1- CPR and defibrillators 2- Consequences of substance misuse 3- Budgeting 4- Finance and debt 5- Financial management
Sequencing	<p>Building Perspectives, helps students to recognise the importance of seeking a variety of perspectives on issues and learn to discuss and debate topical issues respectfully. Students learn about the impact of stereotyping, prejudice, and discrimination on individuals and relationships, and develop strategies to build resilience to setbacks, as well as skills for maintaining good self-esteem.</p>	<p>My Place in the World picks up on the goal setting work of 8.01 by looking at longer term goals of routes into work, training and other vocational and academic opportunities. Students then begin to consider how social media can be used positively to engage with global and local issues, and move on to thinking about the place they hold in others' worlds, learning about the importance of trust in relationships, as well as the importance of challenging harmful social norms. Finally, students build on their understanding of boundary setting by considering it in the context of managing strong feelings in relationships.</p>	<p>This unit, Intimate Relationships, begins by emphasising the nature and importance of stable, long-term relationships for family life and bringing up children. Students' increasing maturity means that this is an appropriate time to teach the legal age of consent. Students will learn about consent in the context of intimate relationships, including legal and moral implications and contrasting consent with coercion.</p>	<p>Responding to Risk covers a range of risks that students may experience, beginning with those associated with the internet, namely that features of the internet can amplify risks and opportunities. The unit also covers the different types of gangs, and the social, legal and physical consequences of gang behaviours. Students learn about how their aspirations can be limited and manage internal and external influences on decisions which affect health and wellbeing.</p>	<p>Making Good Decisions begins by looking at access to different health services and the differences between the services provided by 999, 111, the GP, the hospital, and the pharmacist. Students learn about factors that can influence decisions on eating a balanced diet and taking part in physical exercise, as well as strategies to manage these. The unit also covers the benefits of physical exercise. As part of water safety training more broadly, inland water safety is delivered in this unit.</p>	<p>Students build on their knowledge of first aid by learning about CPR and the use of defibrillators in this unit, Risks, Attitudes and Influences. They learn about evaluating the validity of misconceptions around drugs, alcohol and tobacco and that substance use and misuse, including occasional use, can have a range of personal and social consequences. Finally, students continue their financial education by learning about different attitudes and values relating to finance and debt, and strategies to assess and manage risk in relation to financial decisions.</p>

Year	HT1 Viewpoints and responsibilities	HT2 Lifelong learning	HT3 Risks and opportunities	HT4 Consent	HT5 Changing relationships	HT6 Human rights
Year 9	1- Challenging discrimination 2- Extreme views 3- Seeking help with mental health 4- Sleep quality 5- Routines 6- Responsibility for your health-self examination	1- Continuous learning in a digital age 2- Skills needed for employment 3- Employment rights 4- KS4 options 5- Emotions	1- Dependence 2- Addiction 3- Financial exploitation 4- Pressure to join gangs and exit strategies 5- Risks and opportunities of social media	1- Consent 2- Online consent 3- Exploitation 4- Our perception of the media 5- Forced marriages	1- Dealing with change in relationships 2- Changing and ending relationships 3- Personal values in relationships 4- Loneliness	1- What are your rights? 2- Protecting human rights 3- Tolerance 4- Mutual respect 5- Democracy
Sequencing	<p>Viewpoints and Responsibilities begins by looking at how to actively promote inclusion and challenge discrimination, teaching students about laws pertaining to equality, inclusion and discrimination. Students build upon what they learned about extremism in 7.01 by considering the strategies used by extremist recruiters. Students deepen their understanding of the responsibility we all have for taking care of our health, learning more about the science of sleep. Students will revisit how they can recognise when they or others need help with mental health, including looking for warning signs of suicide in others. Students of both sexes will learn about self-examination of breasts and testicles.</p>	<p>In this unit, Lifelong Learning, students learn about the skills and attributes that employers value, and begin to recognise that engaging in enterprise requires a combination of skills, qualities, and attitudes. Students will learn strategies to manage emotions in relation to key elements of adult life, namely future employment and finances. They will learn about young people's employment rights and responsibilities and the additional protections in place. There will be space to explore the options available to them at the end of Key Stage 3.</p>	<p>In this unit, Risks and Opportunities, students learn about the differences between dependence and addiction and how to seek help to manage these. Students will learn about financial exploitation, including concepts like online scams and phishing. They will build on the work in 8.03 on gangs, learning more about exit strategies and appropriate support. They will also build upon the work done in 8.02 on the positive use of social media, looking at how it can offer opportunities to engage with a wide variety of views on different issues.</p>	<p>In this unit, Consent, reflects students' developing maturity and builds upon the work on consent and intimate relationships explored throughout previous units. Expectations of males and females within relationships, shared responsibilities irrespective of sex/gender and stereotypes are all tackled in this unit. Students' understanding of marriage is deepened as they look at the facts and implications of forced marriages.</p>	<p>Changing Relationships explores the ways relationships, including intimate relationships, can change and end. Students consider the idea that loss and change in relationships are an important part of emotional development, and that seeking support during challenging times is important. As they finish their Key Stage 3 PSHE and RSE, students will take time to reflect upon their own personal values by self-reflecting, and exploring values that are the most important to them.</p>	<p>In HT6 of Y9 we teach students about our rights and British Values, specifically focusing on the themes of tolerance and democracy. It is vitally important that students know and understand how to incorporate the British Values into their actions and behaviors to ensure they are making a positive contribution to society.</p>

Year	HT1 Reflect and respond	HT2 Personal safety	HT3 Making choices	HT4 Building resilience	HT5 Developing personal values	HT6 Future choices
Year 10	1- Transition to KS4 – building independence 2- Challenging prejudice 3- The Equality Act 2010 4- Being a positive role model 5- Career related stereotypes 6- Employability skills	1- Manipulation and persuasion 2- Identifying risks 3- Making informed choices 4- Managing risk 5- Increasing confidence of first aid	1- Blood donation 2- Addressing addiction 3- STIs 4- Sexual health 5- Abortion	1- Mental health- body standards 2- Extremism on social media 3- Gambling related harm 4- Pros and cons of spending time online 5- Serious organised crime	1- Risks of online relationships 2- Victim blaming 3- Budgeting and saving 4- External influences on financial behaviour	1- Stable and committed relationships 2- Adopting and fostering 3- Stages of relationships 4- Employment contracts 5- Career progression
Sequencing	<p>Students continue their education on prejudice by learning that long-held beliefs can take time to change, and that you are unlikely to get someone to abandon their prejudicial views immediately. Students will deepen their understanding of the Equality Act 2010 and learn about workplace stereotyping in specific fields. This unit supports students to draw upon their reflections by considering how they can be a role model to younger people, finishing the unit by reflecting upon their own strengths, weaknesses, opportunities and threats to future employability success.</p>	<p>Students continue their understanding of staying safe by learning about manipulation and persuasion, working to recognise situations where they may be adversely influenced or at risk due to being part of a particular group or gang. Students will learn to make informed lifestyle choices regarding sleep, diet and exercise. This unit picks up on FGM as part of a lesson on identifying risk, and then helps students to consider the impact of power dynamics on intimacy, consent and sharing images. Finally, students should have the opportunity to continue to develop their confidence in administering first aid, ideally in a practical session led by experts.</p>	<p>Students build upon work done in previous units on addiction and dependence by learning about common signs of addiction and the importance of recognising patterns of behaviour that have negative consequences on physical or mental health. Students learn about common STIs and their treatment, learning to about the importance of overcoming barriers, including embarrassment and misconceptions, about sexual health and the use of sexual health services. This unit helps students to build upon their understanding of the impact of unplanned pregnancy, by teaching about responses to unplanned pregnancy (such as abortion) in more detail.</p>	<p>Students continue to engage with the characteristics of mental and emotional health, learning about the role that the media plays in promoting and narrow and unrealistic definition of beauty for males and females and how this can impact us. Students learn that social media may disproportionately feature exaggerated or inaccurate information. Students are encouraged to engage with the benefits and disadvantages of spending time online, thinking about opportunities for positive online content creation. Finally, students consider the role played by resilience alongside factors that contribute to young people becoming involved in serious organised crime.</p>	<p>In this unit, Developing Personal Values, students will learn about the opportunities and potential risks of establishing and conducting relationships online. They will consider to explore the potentially damaging representations constructed by pornography and the differences between pornography and healthy, consensual relationships. Students learn about victim-blaming and its impact, and that alcohol and drugs can impair a person's judgment and decision-making abilities, which can lead to risky or regrettable sexual behaviour. Finally, students learn about how external influences affect financial values and behaviour, including in relation to budgeting and saving.</p>	<p>Students finish Year 10 by thinking about their Future Choices, beginning by considering the importance of stable, committed relationships, and the reasons that families might have for fostering or adopting children. Recognising that there can be strong emotions associated with the different stages of relationships, students will learn and revisit strategies to cope and thrive. Finally, students will look ahead to their future, thinking about the financial advantages, disadvantages, and risks associated with different models of contractual terms. The unit culminates with an opportunity to look at the range of opportunities available to them for career progression, including in education, training and employment.</p>

Year	HT1 Religion and world views	HT2 Religion, world views and ethics	HT3 Health and wellbeing			
Year 11	1- Religion in Modern Britain 2- Religion in my local context 3- Christian key beliefs and practices 4- Muslim key beliefs and practices 5- Islamophobia 6- Atheism/ Agnosticism	1- Making ethical decisions- Utilitarianism 2- Making ethical decisions- Situation Ethics 3- Making ethical decisions- Kant 4- Religion and punishment 5- Religion and the death penalty 6- Religion and abortion	1- Study skills, resilience 2- Self-worth and celebrating success 3- Stress management 4- Intrinsic motivation			
Sequencing	Students in Y11 begin studying religion and world views to ensure they receive their entitlement of religious education in KS4. Students start by understanding the impact of religious beliefs and practices in Modern Britain and how that specifically impacts the local area of Eccles and Salford. Students then broaden their knowledge and understanding of Christianity and Islam as the 2 largest religions in the world. In the final lessons, students are taught misconceptions about Islam, as well as atheism to broaden their knowledge and understanding of both religious and no- religious beliefs.	Students continue to build on the knowledge and understanding acquired in HT1 by applying this to religious and non-religious views towards ethical decision making. Students begin this by studying a range of different perspectives and approaches to ethics and morality. In the final lessons, students have the opportunity to apply these views to a range of reality scenarios to gain an understanding of the different views towards matters such as abortion, punishment and the death penalty from a range of different religious and non- religious perspectives.	Students finish Y11 PSHE by studying how to ensure they can prepare for managing stress and worries during the imminent GCSE exam window. Students will revisit the topic of resilience to understand how they can overcome challenging situations and how they can use their intrinsic motivation as a mechanism to do so. It is also important for students to understand the concept of self-worth and celebrating success during this difficult period to support them overcoming challenges and enhance their chances of success.			