

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Me and My Relationships	<u>Working together</u> LO - Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this.	<u>Solve the friendship problem</u> LO - Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.	<u>Behave yourself</u> LO - Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.	<u>Assertiveness skills</u> LO - List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.	<u>Don't force me</u> LO - Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry. Protected Characteristics Covered: Marriage/Civil Partnership, Religion/Belief and Sexual Orientation.	<u>Acting appropriately</u> LO - Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal. Protected Characteristics Covered: Religion/Belief and Sex.

Valuing Difference	<u>Ok to be different</u> LO - Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers.	<u>We have more in common than not</u> LO - Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied. Protected Characteristics Covered: Disability, Ethnicity, Religion/Belief and Sexual Orientation.	<u>Respecting differences</u> LO - Demonstrate ways of showing respect to others, using verbal and non-verbal communication.	<u>Tolerance and respect for others</u> LO - Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Protected Characteristics Covered: Ethnicity.	<u>Advertising friendships!</u> LO - Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).	<u>Boys will be boys? – challenging gender stereotypes</u> LO - Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.
--------------------	---	--	---	--	--	--

Keeping Safe	<u>Think before you click!</u> LO - Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread. Protected Characteristics Covered: Age.	<u>To share or not to share?</u> LO - Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. Protected Characteristics Covered: Age.	<u>Rat Park</u> LO - Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.	<u>What sort of drug is...?</u> LO - Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country.	<u>Drugs: it's the law!</u> LO - Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country.	<u>Alcohol: what is normal?</u> LO - Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol.
--------------	--	---	--	--	--	--

Rights and Respect	<u>Two sides to every story</u> LO - Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it.	<u>Fakebook friends</u> LO - Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives.	<u>What's it worth?</u> LO - Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term <i>interest</i> .	<u>Democracy in Britain</u> <u>1 – Elections</u> LO - To recognise reasons for rules and laws; consequences of not adhering to rules and laws.	<u>Democracy in Britain</u> <u>2 – How (most) laws are made</u> LO - To recognise reasons for rules and laws; consequences of not adhering to rules and laws.	
--------------------	--	---	---	--	---	--

Being My Best	<u>This will be your life!</u> LO - Identify aspirational goals; Describe the actions needed to set and achieve these.	<u>Our recommendations</u> LO - Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.	<u>What's the risk? (1)</u> LO - Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.	<u>What's the risk? (2)</u> LO - Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe.	<u>Basic first aid, including Sepsis Awareness</u> LO - How to make a clear and efficient call to emergency services if necessary Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	<u>Five ways to wellbeing project</u> LO- Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
---------------	--	---	--	---	---	---

Growing and Changing	<u>I look great!</u> LO - Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks.	<u>Media manipulation</u> LO - Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. Protected Characteristics Covered: Disability, Gender Reassignment and Sexual Orientation.	<u>Pressure online</u> LO - Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.	<u>Helpful or unhelpful?</u> <u>Managing change</u> LO - Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change.	<u>Is this normal?</u> LO - Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety. Protected Characteristics Covered: Religion/Belief and Sex.	<u>Making babies</u> LO - Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means. Protected Characteristics Covered: Pregnancy/Maternity.
-----------------------------	---	---	--	--	--	--

