



Why Teach Personal Development?

- To enable students to develop the knowledge, skills, and attributes they need to manage many of the critical opportunities, challenges, and responsibilities they will face as they grow up and enter into adulthood.
- To support students in developing their self-esteem, resilience, and empathy and to stay safe and healthy.
- To equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.
- To develop students' Social, Moral, Spiritual and Cultural education.

Six Strands of Learning Opportunities

The plan for Personal Development will be delivered through 6 strategic strands of learning opportunities.

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
Skills for Life Curriculum	Broader curriculum	Form Time	Assemblies and guest speakers	Super-curricular	Extra- curricular and community events
PSHE timetabled lessons	Curriculum lessons with links to PD curriculum	2 x 20-minute sessions weekly	1 x assembly weekly Calendar of events	Opportunities focussed on next steps and careers	Opportunities outside timetabled lessons
70mins PSHE lesson including taught through Jigsaw	All curriculum subjects contribute to elements of our	Votes for Schools – Topical big question debate.	Assembly programme linked to school values and current affairs.	Careers interviews Subject specific additional learning	Programme of extra curricula activities and trips.
30mins Careers lesson taught through Unifrog	Personal Development programme	Focus on British Values	Responsive to emerging social needs by year group.	opportunities Webinars, talks etc.	Information evenings and workshops arranged for parents/carers
			Programme of workshops led by expert outside speakers e.g. sexual health, careers fair, drugs, keeping safe, finance	Work Experience	and the wider community





Substantive Big Ideas

- Identity and Character Development
 - Health and Wellbeing
 - Careers, Advice, and Guidance
 - Relationships
- Fundamental British Values and Citizenship
 - Inclusion, Diversity, and Equality (including Protected Characteristics)

Learning for Life

Respectful

Be respectful of yourself, of each other, of staff, of the community, and of the environment.

Ambitious

Be ambitious to reach your potential. Take pride in you're achievements and admire the achievements of others.

Resilient

Be resilient and keep trying. Mistakes and difficult times are often the things which help us to learn the most.



Prince William School

Strand 1 Skills for Life Curriculum Map – Topics by Term

	Identity and Character Development	Health and Wellbeing	Careers, Advice, and Guidance	Relationships	Fundamental British Values and Citizenship		iversity, and Equality tected Characteristics)
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
n 1	Being me in my world and Celebrating differences	Being me in my world and Celebrating differences	Being me in my world	Being me in my world	Being me in my world	Growth Mindset and Resilience	Destinations
Autumn							
A	Unifrog – Introduction	Unifrog – identifying interests	Unifrog – GCSE options	Unifrog – skills development	Unifrog – post 16 choices		
n 2	Relationships	Celebrating differences continued	Celebrating differences	Being me in my world continued and Celebrating differences	Being me in my world continued and Dreams and goals	Staying safe	Resilience and exam preparation
Autumn							
A	Unifrog – what are skills?	Unifrog – subjects linked to careers	Unifrog – GCSE options	Unifrog – CV writing Unifrog – BTEC and A level o			
1	Relationships continued and Changing me/Healthy Me	Relationships	Dreams/goals and Relationships	Celebrating differences continued	Dreams and goals continued		
Spring						Sex and relationships	Life beyond PWS
Sp	Unifrog – whať s your dream job?	Unifrog – university vs apprenticeships	Unifrog – talking about your activities	Unifrog – careers library	Unifrog – post 16 intentions		
2			Relationships continued	Celebrating differences continued and Relationships	Relationships		Review of mock exams/review of
Spring						Mid-Year review/Destinations	mock exams
SF			Unifrog – skills development	Unifrog - apprenticeships	Unifrog – managing stress and anxiety		
1			Healthy Me	Relationships	Relationships continued		
Summer 1			₩ W			Destinations	Exam Preparation
Sun			Unifrog – CV writing	Unifrog - university	Unifrog – Post 16 choices		
2			Changing me	Changing me	-		Exams
Summer 2					EXAMS	Exam Preparation	
Su			Unifrog – CV writing	Unifrog – logging activities			

East Midlands Academy Trust





Prince William School **Personal Development – Substantive progression**



Identity and Character Development	Health and We		Advice, and the dance	Relationships	Fundamental British Values and Citizenship		usion, Diversity, and Equality ding Protected Characteristics)
	Learning Opportunity	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12 and 13
Identity and Character Development	Skills for Life Curriculum	 Who am I? Identity is affected by a range of factors. As a unique individual we can think about ourselves on different levels. Peer Pressure and Belonging Peer pressure operates within groups. Achieving independence while maintaining positive relationships Prejudice and discrimination. Understanding prejudice and discrimination. Challenging prejudice and discrimination assertively.	 Who am I? Understand identities are complex and can change. Appreciation of the similarities and diversity of people's identities. Understand the range of factors that can influence identity. The power of first impressions. Understand that first impressions can lead to judgements that may be misinformed. Understand that we can make accurate and inaccurate assumptions about our own and others' identities. Understand choices we can make about influences on our identity. 	My personal strengths. Identify personal strengths that could be improved.	 How I feel when things end. Understand the stages of bereavement and discern which sources of support are helpful Understand the behaviours that some people experience as a result of grief. Changing society and me. Identify changes in society. Assess the role of media on social change. Develop strategies to manage change. Managing change and decision making. Understand the impact of the range of changes families can experience. Understand different types of decision- making. Reflect on ways change has been managed. Gender and sexual identity. Understand change in relation to sexual identity. Recognise reality and myths surrounding sexual identity and gender. Understand range of relationship changes including with self. 	Becoming an adult. Identify legislation that affects young people at 16. What does 'being an adult' mean? Recognise what to look forward to in adulthood and things that may raise concerns. Know where to access help.	Notivation and AchievementIdentify methods of self-management to improve achievement.Identify motivating factors, and how they relate to ourselves. Identify self-management skills and behaviours and apply to individual situations.Growth mindsetIdentify features of growth mindset and learn to cultivate them in ourselves.Understanding and applying features of growth mindset to ensure success and personal development.ResilienceReviewing understanding of and applying to sixth form experience what it means to be psychologically resilient and establish coping mechanisms.Ensuring resilience for independent learning in sixth form life by identifying coping strategies for stressful situations and identifying where they can be utilised.UCAS/destinations process Review where students are in the destinations process. Identify and explain the different routes available.Complete application process for jobs, higher and working apprenticeships and UCAS. Complete personal statements and application letters using super curricular and extracurricular examples identified at the end of Year 12.
	Broader curriculum	Eng Humanities	Eng Humanities	Eng Humanities	Eng Humanities	Eng Humanities	Enrichment Activities Maths Buddies Reading Buddies History day at Thrapston Primary.

Prince William School Personal Development – Substantive progression



Identity and Character Development	Health ar	na weilheing 70	Advice, and idance	Relationships	Fundament British Values Citizenshi	p In	nclusion, Diversity, and Equality cluding Protected Characteristics)
Lea	rning Opportunity Super-curricular	Year 7 Representing the school in sporting fixtures £1 Challenge	Year 8 Representing the school in sporting fixtures Careers event day	Year 9 Representing the school in sporting fixtures Careers Fair KS4 options	Year 10 Representing the school in sporting fixtures Careers Fair World of Work Day	Year 11 Representing the school in sporting fixtures Careers Fair Post 16 options	Year 12 and 13 Sports Leaders Early Entry programme of support Careers interviews (1-1 interviews) External speaker presentations Careers Fair University Visit Apprenticeship presentation Work experience Subscription to MySuperCurricular online platform for each student. Programme of Oundle talks as further engagemen around subject areas. Independent target reading during tutor time.
	Extra- curricular, and community events	Open Evening/Day guides Membership of extra-curricular groups and teams. Trips	Open Evening/Day guides Membership of extra- curricular groups and teams. Trips	Open Evening/Day guides Membership of extra- curricular groups and teams. Trips	Open Evening/Day guides Membership of extra- curricular groups and teams. Trips	Open Evening/Day guides Membership of extra-curricular groups and teams. Trips	Membership of extra-curricular groups and teams Trips Opportunities to develop additional skills such as empathy and communication: Peer Mentoring, Si Form Ambassadors, Sixth Form Leadership Team, Maths and Reading mentoring, Charity days, volunteer days at the feeder schools, sport leader Enrichment Programme. Leadership Team
	Form time	Student council Vote topics	Student council Vote topics	Student council Vote topics	Student council Vote topics	Student council	Elections for Sixth Form Leadership Team Student Council Student Leadership Team weekly meetings Debate topic Fun Friday
	Assemblies and guest speakers	Skills for Life lesson on prejudice and discrimination (led by Souster Youth) Introduction to Sixth Form Student Leadership Team and agenda for this year Core values	Introduction to Sixth Form Student Leadership Team and agenda for this year Core Values	Introduction to Sixth Form Student Leadership Team and agenda for this year Core values	Introduction to Sixth Form Student Leadership Team and agenda for this year	Introduction to Sixth Form Student Leadership Team and agenda for this year Core Values	Standards & core values Introduction to Sixth Form Leadership Team and agenda for this year Ambition Student Leadership team assemblies to rest of sc Subject experts take assemblies relevant to destinations for example apprenticeships. Holocaust survivor presentation





Prince William School Personal Development – Substantive progression



Identity and Character Developmen	Health a	nd Wellheing	s, Advice, and iuidance	Relationships	Fundamer British Value Citizensh	es and \bullet
Health and Wellbeing Mental wellbeing MW 1 – 6 Internet Safety and Harms ISH 1 – 2 Healthy Eating HE1 Health and Preventions HP1 – 6 Changing Adolescent Body CAB 1-2 Physical Health and Fitness PHF 1 – 3 Basic First Aid BFA 1- 3 Drugs, alcohol & Tobacco DAT1 - 6	Learning Opportunity Skills for Life Curriculum Image: State of the sta	Year 7 MW1 & 5 Image and self-esteem. Understand the positive and negative impacts media can have on a person's self-esteem or body image. Understand where to access help. Understand how self-image is linked to self-esteem and how to apply strategies to build on my self-esteem MW1 & 3 Changing feelings. Know there are changes in brain during puberty and link this to emotional changes. Understand where to access help. ISH1&2 C Sci: social networking/digital footprint CAB1. Changing body. Revisit changes to body in puberty. Understand where to access help in cases of abuse. Understand where to access help in cases of abuse. Understand where to access help in cases of abuse. Understand that people develop at different rates. Understand what to do if concerned about abuse. Having a baby Know how a baby is conceived naturally and that there are other ways a baby can be conceived. Understand different feelings and choices people may have and make about conception, pregnancy and having a baby. CAB2. Changing feelings Understand some of the changes to brain during puberty. Understand some emotional changes during puberty. Know where to access support if worried about adolescence. "Take 10"	Year 8 DAT1. Healthy choices on substances. Understand the impact of different substances on the body. Recognise enjoyment in ways that do not harm. DAT2. Substance misuse and exploitation. Understand the law on substance use and possession. Understand the links between substances and exploitation of young people. Recognise steps that can be taken to avoid high risk behaviour in relation to substance use. DAT3. Alcohol and risk. Understand risks associated with drinking too much alcohol, particularly in relation to sex. Understand the behaviour changes that can occur when people drink alcohol.	Year 9 MW5 (BS1, RR6). Healthy Choices To understand the serious issue of county lines. To identify who may be at risk of criminal exploitation and why. ISH 2 To know the impact of viewing harmful content online, to identify harmful behaviour and know how to find support. DAT3, 4 To know the physical and psychological risks associated with alcohol consumption and to consequences of addiction, including dependency. "Take 10"	Year 10 PHF2. Physical and emotional changes Understand relationship between physical change, self-esteem, and emotional change. PHF1. Physical and emotional changes Recognise strategies that can be helpful in managing change. ISH1,2. Don't believe what you see. Critically evaluate the truth or otherwise of a relationship and understand the media portrayal of relationships. Understand the negative influence pornography can have on relationships.	Year 11 MW2, 3, 4, 5, 6. I anxiety. Know ways to ma and feelings of be overwhelmed. Ur links between sle learning. Understand that i driver for change implementing cha challenging. ISH1,2. Me, the in the law. Identify examples in reference to or Assess impact of activity. Know how and w advice and suppo BFA1, 2, 3 Emerg Know steps to tal emergency situat Aware of feelings encountered in e situation DAT2. The law ar Identify examples around the posse supply of substan Understand the lo consequences of Equality Act. Suggest ways to k others safe. Know where to access a support.

Inclusion, Diversity, and Equality (including Protected Characteristics)

Managing

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internet, and

es of legislation online activity. f illegal online

where to access port.

gency situation

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keep self and whow and advice and

Year 12 and 13

Resilience Reviewing understanding of and applying to sixth form experience what it means to be psychologically resilient and establish coping mechanisms in relation to happiness and positivity.

Describe, explain, and analyse activities and methods of making ourselves feel happier, and maintaining positivity throughout our lives.

Understanding and maintaining good mental health Recalling and applying methods of maintaining good mental health to the pressures of sixth form.

Drugs, Alcohol and You

Understanding how to keep yourself safe in relation to the potential consumption of drugs and alcohol in the wider world.

Know how to apply knowledge to personal situations where there is risk for example, starting university and attending festivals. Additionally keeping safe at social events, for example the dangers of drinking spiking.

Online Safety

Apply principles of online safety newly legal online presence.

Review individual online presence and the potential legal/personal pitfalls with regards to future employment and relationships. Considering the impact of screen time on wellbeing.

Image and self-esteem

Identify barriers to success as a consequence of low self-esteem and poor self-image. Focus on goals and how to achieve them.

Confidence and Achievement

Identify how exam stress manifests in physical and mental wellbeing. Develop coping mechanisms. Identify self-management skills and behaviours and apply to exams.

Finance and managing money.

Reviewing understanding of finance and money and apply to sixth form experience and beyond. Understand car finance, insurances, mortgages, rental payments, and bills.

Cooking on a budget

Apply understanding of finances and physical wellbeing to living independently and feeding oneself.

A practical lesson on shopping, preparing, and cooking a nutritious meal on a limited budget. Develop a practical meal plan for a limited budget. tbc

F7 - cyberbullying OM1 - cyberbullying OM2 5, 788 - social networking/digital footprint ISH182 - social networking/digital footprint R85 - sexting OM2 5, 788 - social ISH1 - searching and SUT - se		ICT	ICT	ICT	PE	PE
R85 - cyberbullying OM1-5, 788 - social networking/digital footprint ISH182 - social networking/digital footprint ISH182 - social networking/digital footprint ISH2 - grooming (sexual) food Tech HE1 - healthy det HP2 - oral hygiene PE PHF1 - importance of PF PHF1 - importance of physical activity. PHF2 - healthy lifestyle HP3 and 6 - healthy sleep Science PHF1 - importance of physical activity. PHF2 - healthy lifestyle HP3 and 6 - healthy sleep Science IH51 - changes to adolescent body and introduction to menstrual cycle OM1 - food PE PHF1 - importance of PHF1 - importance of PHF3 - stem cells, difference between adult and introduction to menstrual cycle MW2 House competitions Souster Youth Lunchtime Chat Science HF3 - stem cells, difference between adult and introduction to menstrual cycle MW2 House competitions Souster Youth Lunchtime Chat Core values - resilience Core values - resil		F7 - cyberbullying	RR5 – sexting	F7 – grooming (extremism)	PHF1 – importance of	PHF1 – importanc
OM2-5, 788 - social networking/digital footprint ISH182 - social networking/digital footprint Food Tech HE1 - healthy diet HP2 - oral hygiene PE HS5 and 6 - healthy sleep HP5 and 6 - healthy sleep HP5 and 6 - healthy sleep VB1 - healthy diet HP2 - oral hygiene PE HP1 - importance of physical activity. PHF1 - importance of physical activity. PHF2 - healthy lifestyle HP5 and 6 - healthy sleep HP3 and 6 - healthy sleep HP5 and 6 - healthy sleep HP5 and 6 - healthy sleep Science CAB1 - healthy sleep Science PHF1 - importance of physical activity. PHF2 - healthy lifestyle HP5 and 6 - healthy sleep Science HP1 - healthy lifestyle HP3 and 6 - healthy sleep Science HP1 - healthy lifestyle HP3 - healthy lifestyle HP3 - healthy lifestyle HP4 - healthy lifestyle HP4 - vaccination and embryonic. Heart and blood. MW2 House competitions Souster Youth Lunchtime Chat Vote topics Guided Reading Core values - resilience Core values - resilience Core values - resilience Core values - resilience		RR5 – cyberbullying	OM1 – grooming (sexual)		physical activity.	
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footprint Food Tech HE1 - healthy diet HP2 - oral hygiene PE Food Tech HE1 - healthy diet HP2 - oral hygiene PE PE		networking/digital footprint	sources	HE1 – diet related disorders	<i>,</i> .	
Food Tech HE1 - healthy diet		ISH1&2 – social networking/digital	ISH2 – grooming (sexual)	HP2 – oral hygiene		Science
Food Tech HE1 - healthy det HE1 - healthy eating PHF1 - importance of physical activity. PHF2 - healthy lifestyle HP3 and 6 - healthy sleep Science Science HP1 - importance of PHF3 - importance of PHF2 - healthy lifestyle HP1 - importance of physical activity. PHF2 - healthy lifestyle HP3 and 6 - healthy sleep Science Science HP1 - importance of PHF3 - importance of PHF3 - importance of physical activity. PHF2 - healthy lifestyle HP3 and 6 - healthy sleep Science HP1 - importance of PHF3 - importance of		footprint	Food Tech	PE		PHF3 – body and
HP2 - oral hygiene PE HP2 - oral hygiene PE PHF1 - importance of physical activity. PHF2 - healthy lifestyle HP5 and 6 - healthy sleep Science PHF2 - healthy lifestyle HP5 and 6 - healthy sleep Science PHF2 - healthy lifestyle HP5 and 6 - healthy sleep Science Science PHF3 - healthy sleep Science Science PHF2 - healthy lifestyle HP1 - hanges to adolescent body and introduction to menstrual cycle MW2 House competitions Souster Youth Science PHF3 - healthy sleep Science Science PHF3 - healthy sleep Science Science PHF4 - healthy sleep Science Science PH4 - vaccination Science		Food Tech	HE1 – healthy eating	PHF1 – importance of		defence mechanis
PE PHF1 - importance of physical activity. PHF2 - healthy lifestyle PH5 and 6 - healthy sleep Science CAB1 - changes to adolescent body and introduction to menstrual cycle physical activity. PHF2 - healthy sleep Science CAB1 - changes to adolescent body and introduction to menstrual cycle HP5 and 6 - healthy sleep Science HE1 - healthy sleep Science HE1 - healthy sleep Science HE1 - healthy sleep Science PHF3 - stem cells, difference between adult and embryonic. Heart and blood. HP4 - vaccination disease. Extra- curricular, and community events MW2 House competitions Souster Youth Lunchtime Chat MW2 House competitions Souster Youth Lunchtime Chat Vote topics Guided Reading Vote topics Guided Reading Core values - resilience Core values -		HE1 – healthy diet	PE	physical activity.		HE1 – lifestyle fac
PHF1 - importance of physical activity. PHF2 - healthy lifestyle PHF3 and 6 - healthy sleep Science Science PHF3 and 6 - healthy sleep Science PHF3 - stem cells, difference between adult and embryonic. Heart and blood. HE1 - healthy eating PHF1 - importance of physical activity. PHF2 - healthy lifestyle HP1 - importance of physical activity. HP1 - importance of physical activity. PHF3 and 6 - healthy sleep Science HF1 - importance of physical activity. HP1 - importance of physical activity.		HP2 – oral hygiene	PHF1 – importance of	PHF2 – healthy lifestyle		increase rate of h
PHF2 - healthy lifestyle HP5 and 6 - healthy sleep Science HP5 and 6 - healthy sleep Science Science PHF3 - stem cells, difference between adult and embryonic. Heart and blood. between health a disease. HP4 - vaccination MW2 House competitions community events MW2 House competitions Souster Youth Lunchtime Chat MW2 House competitions Souster Youth Lunchtime Chat MW2 House competitions Souster Youth Lunchtime Chat MW2 House competitions Souster Youth Lunchtime Chat MW2 House competitions Souster Youth Lunchtime Chat Souster Youth Lunchtime Chat Souster Youth Lunchtime Chat Vote topics Guided Reading Guided Reading Core values - resilience Core values - resilience Core values - resilience Core values - resili				HP5 and 6 – healthy sleep		disease
HP5 and 6 - healthy sleep Science PHF3 - stem cells, difference between adult and embryonic. Heart and blood. disease. RPE DAT1, 2, 3, 4, 5, 6. L9, L12 - issues of drugs MW2 House competitions MW2 House competitions Souster Youth Souster Youth Lunchtime Chat MW2 House competitions Souster Youth Lunchtime Chat MW2 House competitions Form Time Vote topics Vote topics Guided Reading Vote topics Vote topics Guided Reading Core values - resilience Core values - res						HP1 – the relation
Science CAB1 - changes to adolescent body and introduction to menstrual cycle HE1 - healthy eating HP1 - personal hygiene and embryonic. Heart and blood. difference between adult and embryonic. Heart and blood. HP4 - vaccination Extra- curricular, and community events MW2 House competitions Souster Youth Lunchtime Chat MW2 House competitions Souster Youth Lunchtime Chat Souster Youth Lunchtime Chat MW2 House competitions Souster Youth Lunchtime Chat Souster Youth Lunchtime Chat MW2 House competitions Souster Youth Lunchtime Chat Souster Yo			HP5 and 6 – healthy sleep	Science		between health a
CAB1 - changes to adolescent body and introduction to menstrual cycle HP1 - personal hygiene and introduction to menstrual cycle and embryonic. Heart and blod. and embryonic. Heart and blod. Extra- curricular, and community events MW2 House competitions Souster Youth Lunchtime Chat MW2 House competitions Souster Youth Lunchtime Chat Souster Youth Lunchtime Chat Souster Youth Lunchtime Chat Core value realing Core value realing Core value		HP5 and 6 – healthy sleep		PHF3 – stem cells,		disease.
and introduction to menstrual cycle blood. RPE DAT1, 2, 3, 4, 5, 6. 19, L12 – issues of drugs Extra- curricular, and community events MW2 House competitions Souster Youth MW2 House competitions MW2 House competitions Souster Youth Lunchtime Chat Souster Youth Lunchtime Chat MW2 House competitions Souster Youth MW2 House competitions Form Time Vote topics Vote topics Vote topics Vote topics Guided Reading Vote topics Guided Reading Vote topics Guided Reading Vote topics Guided Reading Core values - resilience				difference between adult		HP4 – vaccination
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Form Time Vote topics Guided Reading Core values - resilience	community events	Souster Youth Lunchtime Chat				
Guided Reading Guide			Lunchtime Chat	Chat	Lunchtime Chat	
Guided Reading Guide						
Assemblies and guest Core values - resilience Core values - resilience Core values - resilience Core values - resilience	Form Time			-	-	
		Guided Reading	Guided Reading	Guided Reading	Guided Reading	
speakers	Assemblies and guest	Core values - resilience	Core values - resilience	Core values- resilience	Core values - resilience	Core values - resilie
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npetitions	Sport Leaders – promoting physical wellbeing to primary students.
	Enrichment Programme.
	Fun Friday – Opportunity to spend time with students from another year group on a non-academic activity.
	1-1 conversations with tutors
ilience	Specialist guest speakers and presentations.
	Using external charities to support mental health

CHICK WILLIAM	Personal Dev	Prince William S elopment – Subs	School stantive progress	ion	East Midlands Academy Trust		
Identity and Character Developmen	Health	and wellbeing	areers, Advice, and Guidance	Relationships	Fundamental British Values ar Citizenship		
Learning Opportunity Careers advice and guidance	Skills for Life Curriculum	Year 7 Using Unifrog and recording personal extra-curricular activities to build up personal profile. Identification of skills and career terminology/key words. Your dream job	Year 8 What money can't buy. Understand the positive and negative roles money can play in society. Importance of forming opinions on moral issues around money. Understand that people have different relationships with money. Money and earnings. Understand importance of keeping track of spending. Understand that money can be a divisive element in relationships and communities. Identifying skills and interests, university versus apprenticeships, competencies and real-life situations, understanding transferable skills	Year 9 GCSE options and advice, being able to talk about yourself and your activities, skill development and leadership, CV writing and maximising your potential My personal strengths . Identify personal strengths. Identify personal strengths that could be improved. The power of planning. Produce a SMART plan and know how to apply it to life and learning. Understand importance of planning to achieve goals.	Year 10 Skills development – independence, updating CV, universities and apprenticeships, updating interests and activities on Unifrog	Year 11 Post 16 options BTEC and A leve with changes an intentions, mana anxiety, exam le Dream jobs and Identify dream ju understand need set as career dev Reflect on skills made. What to do whe wrong. Identify possible dreams and goa contingency plan Suggest ways to Money and deb Identify financia whether realistic longer term. Ide attributes needed the importance risks associated Identify financia come with incre independence a	
	Broader curriculum Extra- curricular, and community events Super-curricular	Professional Sports Personality presentation Yr7 Career Lessons in all subjects Career displays within departments Open Evening/Day guides £1 Challenge	Career displays within departments STEM day at Oundle School Y8 Careers Evening Yr8 Student Runners Student Panel Interviews Career event day and evening	Yr9 Career Lessons in all subjects Career displays within departments Options Evening Careers Fair Student Panel Interviews Careers Fair KS4 options	PE: Professional Sports Personality presentation Career displays within departments World of Work Day Careers Fair Science STEM with Imperial College World of Work Day Careers Fair University presentation	PE: Professional Personality pres Yr11 Career Less subjects Career displays departments Careers Fair Career Interview Post 16 intentio Careers intervier January (1-1)	
						Careers Fair	



Inclusion, Diversity, and Equality (including Protected Characteristics)

	Year 12 and 13
ons and pathways,	UCAS/destinations process
level options, coping	Identify which destinations pathways are of
s and Post-16	interest and appropriate super curricular
nanaging stress and	activities to match these during Year 12. Use of
m leave	My Super Curriculum online platform.
and skill set.	Begin navigation of the UCAS HUB for post
am job as well as	sixteen opportunities and information.
need to change skill	
r develops.	UCAS/destinations process
kills and progression	Review where students are in the destinations
	process at the beginning of Year 13. Identify and
when things go	explain the different routes available.
	Complete application process for jobs, higher
sible barriers to	and working apprenticeships and UCAS.
goals as well as	Complete personal statements and application
plans.	letters using super curricular and extracurricular
s to build resilience.	examples identified at the end of Year 12.
debt.	
ncial goals and	Employment rights and responsibilities
listic in short or	What legal and financial rights a young person
Identify skills and	has an employee.
eeded. Understand	Understand how to protect yourself in the
nce of budgeting and	workplace. Appropriate behaviour in the
ted with gambling	workplace and how to report concerns.
ncial pressures that	
ncreasing	
ce and adulthood.	
onal Sports	Career displays within departments
presentation	career displays within departments
Lessons in all	
ays within	
S	
	See Super Curricular
views	
ntions	Year 12 September induction day – introduction
rviews – November-	to super curricular opportunities.
)	Work Experience Week
	Use of the UCAS Hub and Discovery Day
	information
	Skills for Life lessons on researching different
	courses and writing a personal statement.
	Support for UCAS and apprenticeship
	applications
	University visit
	PWS Sixth Form Careers Fair
	Early Entry programme of support.

						One to one career interview with career's advisor Individual open day visits
Form Time	Vote topic where appropriate	Vote topic where appropriate	Vote topic where appropriate Options discussion	Vote topic where appropriate	Options discussions	One to one interview with tutor about destinations
Assemblies and guest speakers	Core values - ambition	Core values - ambition	Options assembly Core values - ambition		Options assembly Local college presenters Core values - ambition	Sixth Form Careers Fair

*	Wealth and Learning Opportunity Skills for Life Curriculum Families F1 – F7		Advice, and dance Year 8	RelationshipsYear 9F1. (ISR1). Expectations and perceptions of relationships. Understand that different people have different expectations of intimate relationships. Know how to access support if worried about relationship issue. 	British Values and Citizenship Year 10 F1, 3. Healthy long-term relationships. Understand factors involved in different types of healthy long-term relationships and know what is required to sustain them. Understand the key importance of relationship with self.		iversity, and Equality tected Characteristics) Year 12 and 13 Bereavement, Grief, and Loss Review understanding of the stages grief and apply to personal experien and attitudes in the wider world. Understand the impact of grief on th individual and societal attitudes.
elationships ncluding SRE and child on child	Skills for Life Curriculum	 F1. (L2). Positive qualities of healthy relationships. Identifying characteristics and benefits of positive healthy relationships. Understanding meaning of consent. Understanding range of positive qualities people can bring to relationships. Understanding importance of respecting other person's wishes in a relationship. L3. Changing body. Revisit changes to body in puberty. 	Year 8	F1. (ISR1). Expectations and perceptions of relationships. Understand that different people have different expectations of intimate relationships. Know how to access support if worried about relationship issue. Have own understanding of expectations of intimate	F1, 3. Healthy long-term relationships. Understand factors involved in different types of healthy long-term relationships and know what is required to sustain them. Understand the key importance of relationship	F1. Intimate romantic relationships Understand different stages of an intimate relationship. Identify examples of how media can portray unrealistic expectations of sex and relationships. Identify positive and negative connotations of sex and how	Bereavement, Grief, and Loss Review understanding of the stages grief and apply to personal experien and attitudes in the wider world. Understand the impact of grief on th
elationships ncluding SRE and child on child	Curriculum	 relationships. Identifying characteristics and benefits of positive healthy relationships. Understanding meaning of consent. Understanding range of positive qualities people can bring to relationships. Understanding importance of respecting other person's wishes in a relationship. L3. Changing body. Revisit changes to body in puberty. 		perceptions of relationships. Understand that different people have different expectations of intimate relationships. Know how to access support if worried about relationship issue. Have own understanding of expectations of intimate	relationships. Understand factors involved in different types of healthy long-term relationships and know what is required to sustain them. Understand the key importance of relationship	Understand different stages of an intimate relationship. Identify examples of how media can portray unrealistic expectations of sex and relationships. Identify positive and negative connotations of sex and how	Review understanding of the stages grief and apply to personal experies and attitudes in the wider world. Understand the impact of grief on t
cluding SRE and child on child		Understanding importance of respecting other person's wishes in a relationship. L3. Changing body. Revisit changes to body in puberty.		Have own understanding of expectations of intimate	importance of relationship	-	
		Understand abusive behaviours to body.		F2. (L2. BS2). Consent.	F2, 4, 5. RR1. Healthy connections Understand the	health. Judge whether information on intimate sexual relationships can be trusted. Know how to access	
		Understand where to access help in cases of abuse. Understand that people develop at different rates. Understand what to do if concerned about abuse.		Understand the links between a positive self-identity and having intimate relationships. Understand consent in peer and intimate social groups and know how to report abusive or coercive	variety of benefits of healthy relationships to self and other. Understand how different types of relationships contribute towards	confidential health advice. F2. My future relationships. Understand choices available in terms of different legal requirements in a relationship. Understand opportunities	
				behaviour. Understand how negative self- identity and low-self-esteem can contribute towards risky behaviour.	happiness. F. Managing change and	and challenges of becoming a parent. Reflect on long term relationship aspirations. F3, 4. (L3, L14.) The last taboos. Understand honour-based violence	
				F2. (ISR4). Power in relationships. Recognise when others might try to use their power in an intimate	decision making. Understand the impact of the range of changes families can experience. Understand different types of decision-	and forced marriage is unacceptable and illegal. Understand FGM and breast ironing are illegal. Know how to report these as well as hate crimes.	
				relationship. Know how to access help. F7. Equality. Give examples of different types of prejudice and	making. Reflect on ways change has been managed.	Understand the difficulties young people might faced as a result of the culture they belong to. F5. (L1, L2). Relationships and the	
				discrimination, including distinguishing between 'banter' and sexist, LGBT-phobic and racist language. Understand		law. Identify examples of legislation that relates to sex and relationships. Understand legal status of different	
				protected characteristics in the Equality Act as well as the legal consequences of bullying and hate crime. Understand how discrimination feels for the victim.		relationships and what is unacceptable in relationships. Understand how to keep self and others safe in regard to healthy positive relationships. Know where to access advice and support.	
						F7. Who holds all the cards? Recognise when there is an imbalance of power in an intimate relationship. Suggest strategies for managing relationships that are imbalanced.	
						Recognise illegal behaviour in an intimate relationship and how and where to report it. Lack of understanding or support can lead towards unhealthy intimate relationships.	
	Respectful Relationships RR1 – RR8;	RR1,2. Peer Pressure and Belonging Peer pressure operates within groups.	RR1&2. Being in control of personal space.	RR5. Bullying.	RR1. Power in relationships. Identify the misuse of power in relationships.	RR4&8 Gender diversity and sexuality. Understand there is a spectrum of gender and sexuality and know there is	Respectful relationships Further understanding of healthy a acceptable boundaries and applyir

Achieving independence while maintaining positive relationships

RR1, RR2. Positive qualities of healthy relationships.

Identifying characteristics and benefits of positive healthy relationships. Understanding meaning of consent. Understanding range of positive qualities people can bring to relationships. Understanding importance of respecting other person's wishes in a relationship.

RR1, 2, 4, (L4). Assertiveness in relationships.

Recognising when to use assertiveness. Understanding personal and legal consequences of sexting. Identify skills that will keep relationships happy and healthy.

RR3. Do we need to feel 'the same as' to belong? Bullying

Understanding what bullying is and what it is not. Understanding the impact of bullying, prejudice and discrimination and where/how to get help. Define personal space and understand how this varies across online and offline relationships. Understand how personal space differs across different cultures. Understand online and offline etiquette and manners. Understand steps that can be taken when personal space and/or privacy are threatened

RR2. Being in control of my

relationships. Understand the features of positive and stable relationships. Understand that all relationships have positive and less positive aspects. Understanding how relationships affect everything we do in life. RR3. The power of first impressions. Understand that first impressions can lead to judgements that may be misinformed. Understand that we can make accurate and inaccurate assumptions about our own and others' identities. Understand choices we can make about influences on our identity.

RR3.Bullying.

Defining what is and is not bullying. Identify examples of LGBT bullying and how it can be challenged. Understanding the impact of LGBT bullying.

RR5. How can I make a

difference? Understanding that choices will have an impact on selfconfidence and integrity. Understand the value of making a positive contribution to community. Recognise benefits of helping others. Taking positive action can support mental wellbeing. Understand there are differentUtypes of bullying and that bullyingcacan happen in workplace.uUnderstand short- and long-termReffects and consequences ofUbullying.lift

 RR6. Managing control and coercion in relationships.
 Under Understand meaning of control, power balance and coercion in a

relationship. Identify good relationships and protect from unhealthy relationships.

RR6 (BS1, MW5). Healthy Choices To understand the serious issue

of county lines. To identify who may be at risk of criminal exploitation and why. Understand how coercive control can develop.

RR1, 2. Love and loss. acc

Understand the relationship life cycle and managing the consequences of ending relationships. Understand relationship choices and support available when things go wrong.

RR3. (L8) Gender and sexual

identity Understand change in relation to sexual identity. Recognise reality and myths surrounding sexual identity and gender. Understand range of relationship changes including with self.

RR3 Gender stereotypes and

sexual identity Understand gender and stereotypes in relation to romantic relations. Understand range of emotions regarding romantic relationships.

RR4. Equality – what does it mean to me in the UK? Define equality and recognise disabilities including hidden disabilities. Understand consequences for not adhering to Equality Act. Embrace individuality.

RR4. Equality in the

workplace. Understand how to promote equality and what is expected in the workplace. Recognise strategies to deal with situations that might occur in workplace.

RR4. Multicultural society.

Explain benefits of multicultural societies and appreciate differing views and opinions of individuals. Understand how being treated unequally can affect a person's physical and mental wellbeing.

RR5. Challenging inequality.

Understand how groups and individuals campaign for equality. Understand the impacts of unequal treatment of individuals

RR7. Better together?

Understand health benefits of positive relationships as well as the impacts of unhealthy relationships. Describe examples of legislation associated with coercion, exploitation, and abuse in relationships. a difference between sexuality and gender diversity. Empathy with those who are LGBT+ and know how to access support if needed. to peer and professional relationships. Learn strategies to help apply healthy boundaries to personal and professional relationships

				Be able to discern when a relationship is positive or negative.		
Online and Media OM1 – OM8;		OM1 Being in control of myself Understand the need for relationship skills. Understand the positive and negative impacts of social media on self. Understand strategies for managing impact of social media on self.	OM6. Does watching pornography help people to understand relationships? Understand that pornographic images do not reflect reality. Understand how pornography can impact on expectations and self-image. Recognise role of pornography in society as well as the negative influence it can have on relationships OM5. Porn – is it real? Be able to challenge stereotypical ideas of 'ideal' males and females. Ways the pornography and media images can give false impression of sex and sexual relationships. Understand that 'my adolescence is normal for me'.	 OM1. (L2, L5). Relationships don't believe what you see! Critically evaluate the truth or otherwise of a relationship and understand the media portrayal of relationships. Understand the negative influence pornography can have on relationships. OM2,3,4. How social media affects me, my identity, and my culture. Recognise positive and negative role of social media, its impact on identity and culture and how online data can be used positively and negatively. Understand how social media can impact on safety. OM2,3. Rated! Identify potential threats to online safety and understand decision-making process regarding what you post online. Critically assess own online identity. OM2,3,7 Risk. Identify potential threats to safety on and offline. Understand how to mitigate risk and how to get help. Understand strategies for managing risk. OM8. Changing society and me. Identify changes in society. Assess the role of media on social change. Develop strategies to manage change. 	OM 1-7 Me, the internet and the law. Identify examples of legislation in reference to online activity. Assess impact of illegal online activity. Know how and where to access advice and support	Image and self-esteem Identify barriers to success as a consequence of low self-esteem and poor self-image. Focus on goals and how to achieve them. Online Safety Understand the principles of online safety. Review individual online presence and the potential legal/personal pitfalls with regards to future employment and relationships. Considering the impact of screen time on wellbeing.
Being Safe BS1, BS2:	 BS1. Positive qualities of healthy relationships. Identifying characteristics and benefits of positive healthy relationships. Understanding meaning of consent. Understanding range of positive qualities people can bring to relationships. Understanding importance of respecting other person's wishes in a relationship. BS1. Assertiveness in relationships. Recognising when to use assertiveness. Understanding personal and legal consequences of sexting. Identify skills that will keep relationships happy and healthy. BS1. Changing body. Revisit changes to body in puberty. Understand where to access help in cases of abuse. Understand that people develop at different rates. Understand what to do if concerned about abuse. 	BS2. Being in control of personal space. Define personal space and understand how this varies across online and offline relationships. Understand how personal space differs across different cultures. Understand online and offline etiquette and manners. Understand steps that can be taken when personal space and/or privacy are threatened.	 BS1. (L11). Peer approval. Understand peer approval and how it can cause problems. Understand what is meant by grooming. Recognise strategies to help manage peer group relationships BS2 (F2. L2). Consent. Understand the links between a positive self-identity and having intimate relationships. Understand consent in peer and intimate social groups and know how to report abusive or coercive behaviour. Understand how negative self-identity and low-self-esteem can contribute towards risky behaviour. BS1 (MW5, RR6). Healthy Choices To understand the serious issue of county lines. 	 BS1. Better together? Understand health benefits of positive relationships as well as the impacts of unhealthy relationships. Describe examples of legislation associated with coercion, exploitation and abuse in relationships. Be able to discern when a relationship is positive or negative. BS2. Relationships – don't believe what you see! Critically evaluate the truth or otherwise of a relationship and understand the media portrayal of relationships. Understand the negative influence pornography can have on relationships. 	 BS1. Becoming an adult. Identify legislation that affects young people at 16. What does 'being an adult' mean? Recognise what to look forward to in adulthood and things that may raise concerns. Know where to access help. BS1. Relationships and the law.Identify examples of legislation that relates to sex and relationships. Understand legal status of different relationships. Understand how to keep self and others safe in regard to healthy positive relationships. Know where to access advice and support. BS1. Who holds all the cards? Recognise when there is an imbalance of power in an intimate relationship. Suggest strategies for managing relationships that are imbalanced. 	Drugs, alcohol, and me Applying knowledge linked to increasing independence in the 6 th Form. the impact of alcohol on behaviours, linking to personal safety Reviewing understanding of the effects of alcohol and drugs and applying this to their developing independence.

	BS2. Positive qualities of healthy relationships. Identifying characteristics and benefits of positive healthy relationships. Understanding mange of positive qualities people can bring to relationships. Understanding importance of respecting other person's wishes in a relationship.		To identify who may be at risk of criminal exploitation and why.		 Recognise illegal behaviour in an intimate relationship and how and where to report it. Lack of understanding or support can lead towards unhealthy intimate relationships. BS1. The last taboos. Understand honour-based violence and forced marriage is unacceptable and illegal. Understand FGM and breast ironing are illegal. Know how to report these as well as hate crimes. Understand the difficulties young people might face as a result of the culture. BS2. Relationships and the law Identify examples of legislation that relates to sex and relationships. Understand how to keep self and others safe in regard to healthy positive relationships. BS2. Intimate romantic relationships Understand different stages of an intimate relationship. Identify how media can portray unrealistic expectations of sex and relationships. Identify positive and negative connotations of sex and how to protect sexual and reproductive health. Judge whether information on intimate sexual relationships can be trusted. 	
Intimate Sexual Relationships ISR1 – ISR12	 ISR1,2,4. Positive qualities of healthy relationships. Identifying characteristics and benefits of positive healthy relationships. Understanding meaning of consent. Understanding range of positive qualities people can bring to relationships. Understanding importance of respecting other person's wishes in a relationship. ISR2. Image and self-esteem. Understand the positive and negative impacts media can have on a person's self-esteem or body image. Understand where to access help. Understand how self-image is linked to self-esteem and how to apply strategies to build on my self-esteem. ISR2. Changing feelings. Know there are changes in brain during puberty and link this to emotional changes. Understand where to access help. Understand how to stay positive and boost self-esteem. 	ISR1,2. Being in control of my relationships. Understand the features of positive and stable relationships. Understand that all relationships have positive and less positive aspects. Understanding how relationships affect everything we do in life.	 ISR1. Looks and smiles. Understand range of feelings associated with attraction. Know where to get information to safely explore feelings about sexuality Recognise that attraction towards others takes many forms. ISR1. (F1) Expectations and perceptions of relationships. Understand that different people have different expectations of intimate relationships. Know how to access support if worried about relationship issue. Have own understanding of expectations of intimate relationships. ISR4. (F2) Power in relationships. Recognise when others might try to use their power in an intimate relationship. Know how to access help. ISR5. Assertiveness & saying no. Understand importance of consent in a sexual relationship. Know how to be assertive when appropriate and how to access help if needed. 	ISR11. Risk Identify potential threats to safety on and offline. Understand how to mitigate risk and how to get help. Understand strategies for managing risk.	 ISR1. Intimate romantic relationships Understand different stages of an intimate relationship. Identify examples of how media can portray unrealistic expectations of sex and relationships. Identify positive and negative connotations of sex and how to protect sexual and reproductive health. Judge whether information on intimate sexual relationships can be trusted. ISR12. Intimate romantic relationships Know how to access confidential health advice. 	Consent Reviewing personal approach to consent in intimate relationships and its relevance to the law. Review and demonstrate understanding of the law in relation to consent and healthy intimate relationships to ensure successful and safe future relationships.

<u>0</u>			/relationships (ISouster Youth) Core values - respect		
Assemblies and guest speakers	issues Core values - respect	contemporary issues Core values - respect	contemporary issues Skills for Life lesson – conflict	contemporary issues Core values - respect	Core values
Form Time	 F3-5 RPE - rites of passage in Hinduism RR5. C Sci - cyberbullying RR7. RPE - Buddhism 5 moral precepts OM1. C Sci - cyberbullying OM2-5, 7&8. C Sci - social networking/digital footprint ISR1&2 C Sci - social networking/digital footprint ISR3 Sci - reproductive health ISR7 Sci - facts around pregnancy and miscarriage Vote for schools covers contemporary 	RR5 C Sci – sexting OM1. C Sci – grooming (sexual) OM2-5, 7&8 C Sci - sexting ISR1 C Sci – searching and sources ISR2 C Sci – grooming (sexual)	fertility treatment F7 C Sci – grooming (extremism) ISR1&2 C Sci – grooming (extremism) ISR8 (L6) RPE – different attitudes towards abortion; religious and secular L6 (ISR8) RPE – different attitudes towards abortion; religious and secular Vote for schools covers	ISR3 Sci – the menstrual cycle ISR9 Sci – methods of contraception Vote for schools covers	ISR9&10 Sc infections a
Law L1 – 14	 L2. (F1) Positive qualities of healthy relationships. Identifying characteristics and benefits of positive healthy relationships. Understanding meaning of consent. Understanding importance of respecting other person's wishes in a relationship L4. (RR1, 2, 4) Assertiveness in relationships. Recognising when to use assertiveness. Understanding personal and legal consequences of sexting. Identify skills that will keep relationships happy and healthy. F7. C Sci - cyberbullying 	L13. Prejudice and discrimination. Understand challenges faced by individuals when trying to make positive change.	 ISR6. Contraception. Understand key factors regarding contraception – method, communication, information, law. Feel able to make informed decision about contraception if and when needed. ISR9. Consequences of unprotected sex. Understand life and health consequences of unprotected sex. Understand options available regarding unprotected sex L11. (BS1). Peer approval. Understand the links between a positive self-identity and having intimate relationships. Understand consent in peer and intimate social groups and know how to report abusive or coercive behaviour. Understand how negative self-identity and low-self-esteem can contribute towards risky behaviour. L11 (BS1). Peer approval. Understand peer approval and how it can cause problems. Understand the links between a positive self-identity and having intimate relationships. Understand how negative self-identity and having intimate relationships. Understand how negative self-identity and how to report abusive or coercive behaviour. Understand how negative self-identity and low-self-esteem can contribute towards risky behaviour. L11 (BS1). Peer approval. Understand what is meant by grooming. Recognise strategies to help manage peer group relationships. Understand how negative self-identity and low-self-esteem can contribute towards risky behaviour. L11 (BS1). Peer approval. Understand peer approval and how it can cause problems. Understand peer approval and how it can cause problems. Understand peer approval and how it can cause problems. Understand peer approval and how it can cause problems. Understand peer approval and how it can cause problems. Understand peer approval and how it can cause problems. Understand peer approval and how it can cause problems. 	 L2, L5. (OM1). Relationships don't believe what you see! Critically evaluate the truth or otherwise of a relationship and understand the media portrayal of relationships. Understand the negative influence pornography can have on relationships. L7,8. (RR3). Gender and sexual identity Understand change in relation to sexual identity. Recognise reality and myths surrounding sexual identity and gender. Understand range of relationship changes including with self. 	L3, L14. (F3, Understand and forced i and illegal. I breast ironii report these Understand people migh culture they L1, L2. (F5) Identify exa relates to se Understand relationship in relationship in relationship culture safe positive rela access advice

(F3, 4.) The last taboos. and honour-based violence ed marriage is unacceptable al. Understand FGM and oning are illegal. Know how to hese as well as hate crime and the difficulties young hight face as a result of the hey belong to. (5) Relationships and the law. examples of legislation that o sex and relationships. and legal status of different ships and what is unacceptable onships. and how to keep self and afe in regard to healthy relationships. Know where to dvice and support.	The Consent Project Organisation provides a lawyer to discuss the legal requirements for consent and the consequences of not acquiring it. Links to online safety.
	tbc
Sci – sexually transmitted is and treatments	Research and debate topic
ues - respect	Sexual Assembly – Corinna Flynn

Identity and Character Development	Health and W		ers, Advice, and Guidance	Relationships	Fundamental British Values and Citizenship		on, Diversity, and Equality g Protected Characteristics)
	Learning Opportunity	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12 and 13
	Skills for Life Curriculum Democracy - D	Democracy – first past the post	Democracy – UK political parties	Democracy – proportional representation	US democratic system		Sixth Form Leadership Team Identify and promote elections for the student leadership team. Understand the process of hustings and voting to select a president and a cabinet.
undamental British values							
Ind Citizenship	Rule of Law - RoL	Core values and school code of conduct	Core values and school code of conduct	RoL. R&T. L13. Discrimination. Understand protected characteristics and that challenging discrimination is everyone's responsibility. Understand there are some inequalities in the world. Understand ways of challenging discrimination and inequality.	Aspects of law as relevant to other topics, eg pornography.	 RoL. Becoming an adult. Identify legislation that affects young people at 16. What does 'being an adult' mean? Recognise what to look forward to in adulthood and things that may raise concerns. Know where to access help. F3, 4. L3, L14. The last taboos. Understand honour-based violence and forced marriage is unacceptable and illegal. Understand FGM and breast ironing are illegal. Know how to report these as well as hate crimes. Understand the difficulties young people might faced as a result of the culture they belong to. 	 Online Safety Review principles of online safety newly leg online presence. Review individual online presence and the potential legal/personal pitfalls with regards to future employment and relationships. Employment rights and responsibilities What legal and financial rights a young person has an employee. Understand how to protect yourself in the workplace. Appropriate behaviour in the workplace and how to report concerns.
	Respect & Tolerance R&T	Core values and school code of conduct Souster Youth presentation on prejudice	R&T. L13. Prejudice and discrimination.Understanding positive contributions of people who have faced prejudice and discrimination.Identifying positive feelings that result from doing something positive.R&T. Inequality. Give examples of social injustice in the UK. Describe what inequality means in the UK. Understand the benefits of living in a multi-cultural society.R&T. When things go right. Celebrating diversity in the UK. Ability to challenge prejudice and discrimination.R&T. Being in control of personal space. Define personal space and understand how this varies across online and offline relationships.	RoL. R&T. L13. Discrimination. Understand protected characteristics and that challenging discrimination is everyone's responsibility. Understand there are some inequalities in the world. Understand ways of challenging discrimination and inequality.	R&T. Equality – what does it mean to me in the UK?Define equality and recognise disabilities including hidden disabilities. Understand consequences for not adhering to Equality Act. Embrace individuality.R&T. Equality in the workplace. Understand how to promote equality and what is expected in the workplace. Recognise strategies to deal with situations that might occur in workplace.R&T. Multicultural society. Explain benefits of multicultural societies and appreciate differing views and opinions of individuals. Understand how being treated unequally can affect a person's physical and mental wellbeing.	R&T. IL. F5. L1, L2. Relationships and the law. Identify examples of legislation that relates to sex and relationships. Understand legal status of different relationships and what is unacceptable in relationships. Understand how to keep self and others safe in regard to healthy positive relationships. Know where to access advice and support.	Online Safety Apply principles of online safety to individu experience of hate speech and extremism online. Review individual online presence in relation to hate speech and extremism.

		Understand how personal space differs across different cultures. Understand online and offline etiquette and manners. Understand steps that can be taken when personal space and/or privacy are threatened		Understand how groups and individuals campaign for equality. Understand the impacts of unequal treatment of individuals	
Individual Liberty - IL	IL. Challenging stereotypes. Understanding stereotyping and its potential impact. As unique individuals we can think about ourselves and others on different levels.	IL. Make a difference. Understand importance of making a positive contribution to community. Understand that choices can impact on self- confidence and integrity.	IL. Discrimination. Understand those that characteristics that are protected and that challenging discrimination is everyone's responsibility.	IL. Changing society and me Identify changes in society. Assess the role of media on social change. Develop strategies to manage change.	R&T. IL. F5 Relationsh Identify ex that relate relationshi status of d and what i relationshi Understan and others healthy po Know whe and suppo
Broader curriculum	Remembrance Day 2 minute silence See SMSC/British Values specific subject contributions.	Remembrance Day 2 minute silence See SMSC/British Values specific subject contributions.	Remembrance Day 2 minute silence See SMSC/British Values specific subject contributions.	Remembrance Day 2 minute silence See SMSC/British Values specific subject contributions.	Remembra silence See SMSC/ subject cor
Form Time	Vote topics Voting for student council and pupil parliament Remembrance Day	Vote topics Voting for student council and pupil parliament Remembrance Day	Vote topics Voting for student council and pupil parliament Remembrance Day	Vote topics Voting for student council and pupil parliament Remembrance Day	Voting for pupil parlia Remembra
Assemblies and guest speakers	Core values - respect Anti bullying	Core values - respect Anti bullying	Core values - respect Anti bullying	Core values - respect Anti bullying	Core value
Extra- curricular, and community events	School Council and Form Reps	School Council and Form Reps	School Council and Form Reps	School Council and Form Reps	School Cou

F5. L1, L2. ships and the law. examples of legislation tes to sex and hips. Understand legal different relationships t is unacceptable in hips. and how to keep self ers safe in regard to positive relationships. here to access advice port	
orance Day 2 minute C/British Values specific ontributions.	Remembrance Day 2 minute silence See SMSC/British Values specific subject contributions.
or student council and liament orance Day	Research and Debate topic
ues - respect	Road Safety Assembly – Matt Prior Second Road Safety – Keith Millard (1st gear presentation)
ouncil and Form Reps	Yr12 Election – Manifesto, Husting and Presentation to peers Organisation of charity days Garden Committee Social Committee Peer Mentoring/Paired reading Thrapston Youth Group

	Identity and Character Development	Health and Wellbe		Careers, Adv Guidar	nce		Rel	ationships		Fundamental British Values and Citizenship	●×◎ ●×○	Inclusi (includin
.0		Learning Opportunity	Year 7		Year 8			Year 9		Year 10		Year 11
(including Characteri	Diversity, and Equality Protected stics I Harassment)	Learning Opportunity Skills for Life Curriculum	Do we need to to to belong? Prejudice and d Understanding j discrimination. Challenging prej discrimination a Challenging ster Understanding s potential impac	orejudice and udice and ssertively. reotypes. stereotyping and its t. duals we can think	Who am I? Understand and can char the similariti people's ider Understand that can influ Inequality. Give exampl in the UK. De inequality m Understand in a multi-cu When things Celebrating of	the range of fa Jence identity. es of social inju escribe what eans in the UK the benefits of Itural society. 5 go right. diversity in the allenge prejudi	ion of ty of actors ustice f living	Year 9 L13. Equality. Give examples of prejudice and dis including distingu 'banter' and sexis and racist languay protected charac Equality Act as we consequences of crime. Understand how feels for the victin L13. Discriminati Understand prote characteristics and discrimination is of responsibility. Un are some inequal Understand ways discrimination an	crimination, uishing between st, LGBT-phobic ge. Understand teristics in the ell as the legal bullying and ha discrimination m. on. ected ad that challeng everyone's iderstand there lities in the work of challenging	L13. Equality – what do of mean to me in the UK? Define equality and rec disabilities including hid disabilities. Understand consequences for not a to Equality Act. Embrace individuality. te Understand how to pro equality and what is exp the workplace. Recognise strategies to situations that might oc workplace. Multicultural society. Id.	ognise dden dhering dhering note bected in deal with ccur in ticultural enions of treated berson's Ilbeing. s and or s of htity. elation to ise reality sexual cluding d sexual	 Year 11 F5. L1, L2. Relationsl law. Identify examples of that relates to sex an relationships. Unders status of different rel and what is unaccept relationships. Understand how to k others safe in regard positive relationships where to access advis support. RR2. RR8. The law ar Identify examples of around the possessio supply of substances Understand the legal consequences of bre Equality Act. Suggest ways to keep others safe. Know ho where to access advis support. F2. My future relation Understand choices a terms of different lega requirements in a rel Understand opportun challenges of becomin Reflect on long term aspirations. RR4&8. Gender divers and know there is a c between sexuality an diversity. Empathy w who are LGBT+ and k access support if neer
		Broader curriculum Form Time	Eng Humanities Vote topics		Eng Humanities Vote topics			Eng Humanities Vote topics		Eng Humanities Vote topics		Eng Humanities

amental /alues and enship		sity, and Equality ted Characteristics)
10	Year 11	Year 12 and 13
quality – what does it	F5. L1, L2. Relationships and the	Prejudice,
to me in the UK?	law.	extremism and radicalisation.
e equality and recognise	Identify examples of legislation	extremism and radicalisation.
lities including hidden	that relates to sex and	Applying understanding of
lities. Understand	relationships. Understand legal	prejudice and discrimination in
quences for not adhering	status of different relationships	relation to the 2010 Equality Act.
ality Act.	and what is unacceptable in	Consider the dangers of
ace individuality.	relationships.	extremism and radicalisation in
	Understand how to keep self and	the modern world.
ity in the workplace.	others safe in regard to healthy	
stand how to promote	positive relationships. Know	Gender diversity and sexuality
ty and what is expected in	where to access advice and	Review understanding of gender
orkplace.	support.	and sexuality spectrum and
nise strategies to deal with		apply to sixth form experience and wider world.
ons that might occur in lace.		Know where to access online
nacc.	RR2. RR8. The law and you.	information and support.
cultural society.	Identify examples of legislation	
n benefits of multicultural	around the possession and	Employment rights and
ies and appreciate	supply of substances.	responsibilities
ng views and opinions of	Understand the legal	What legal and financial rights a
duals.	consequences of breaching the	young person has an employee.
stand how being treated	Equality Act.	Understand how to protect
ally can affect a person's	Suggest ways to keep self and	yourself in the workplace.
al and mental wellbeing.	others safe. Know how and	Appropriate behaviour in the
	where to access advice and	workplace and how to report
nging inequality.	support.	concerns.
stand how groups and	F2 My future velotionships	
luals' campaign for ty.	F2. My future relationships. Understand choices available in	
stand the impacts of	terms of different legal	
al treatment of	requirements in a relationship.	
luals.	Understand opportunities and	
	challenges of becoming a parent.	
er and sexual identity.	Reflect on long term relationship	
stand change in relation to	aspirations.	
identity. Recognise reality		
yths surrounding sexual	RR4&8. Gender diversity and	
ty and gender.	sexuality. Understand there is a	
stand range of	spectrum of gender and sexuality	
onship changes including	and know there is a difference	
elf.	between sexuality and gender diversity. Empathy with those	
er stereotypes and sexual	who are LGBT+ and know how to	
ty.	access support if needed.	
stand gender and		
otypes in relation to		
ntic relationships.		
stand range of emotions		
ding romantic		
onships.		
	Eng	tbc
nities	Humanities	
lines		
opics		Research and debate topic

Assemblies and guest speakers	Core values – respect and resilience Skills for Life lesson – Refu (Souster Youth) Core values – respect and resilience	gees Core values – respect and resilience Core values – resilience	respect and Core values – respect and resilience



Prince William School PSHE Vocabulary



Year 7	Year 8 (building on from Yr7)	Year 9 (building on from Yrs 7&8)	Key Stage 4 (building on from key stag
Identity	Influences	Intimate	Liberty
Values	Conscious	Coercion	Violation
Unique	Active sub-conscious	Peer approval	Bereavement
Peer pressure	Sub-conscious	Grooming	Honour based abuse
Independence	Racial prejudice	Radicalisation	Forced marriage
Prejudice	Racial hate crime	Banter	Hidden disability
Discrimination	Religious prejudice	Protected characteristics	Workplace expectations
Positive bystander	Religious hate crime	Hate crime	Tolerance
Equality	Social injustice	Direct discrimination	Society
Stereotyping	Inequality	Indirect discrimination	Coercive control
Bullying	Injustice	Harassment	Domestic violence
Consent	Social inequality	Victimisation	Equity
Relationships	Multi-cultural	Pornography	Gender pay gap
Assertive	Diversity	Contraception	Societal change
Aggressive	LGBTQ+ bullying	STIs	Decision-making
Passive	Privacy		Gender identity
Empathy	Personal space		Sexual identity
Rights	Mindfulness		3 rd gender
Responsibilities	Photo-shopping		Gender diversity
Sexting			Sexual diversity
Puberty			Attraction
Period			Lust
Reproduction			Attachment
Conception			Intimacy types
IVF			Human trafficking
AI			Gender spectrum
Surrogacy			Sexuality spectrum
Self-esteem			

age 3)	Dreams and goals/unifrog
	Competencies/employability skills:
	Reading
	Writing
	Speaking
	Numeracy
	Listening
	Planning/aiming
	Teamwork Leadership
	Resilience
	Independence
	Creativity
	Problem solving