



Key Stage 3 Curriculum Journey:

THE YEAR 7 CURRICULUM JOURNEY enables learners to become productive and responsible citizens in society; the subject material helps learners understand their values so they can develop the responsibilities necessary to thrive in society.

THE YEAR 7 CURRICULUM JOURNEY

| The Big Question | AUTUMN 1 How can I make a Positive contribution to the Ashlawn Community? | AUTUMN 2 How do I make and develop positive, safe Relationships. | SPRING 1 How will the physical and emotional changes of puberty affect me? | SPRING 2 What do I need to learn to keep myself and others safe on and offline? | SUMMER 1 Who am I and what could my future look like? | SUMMER 2 What is mental health and people's attitudes towards it? |
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| Topic and learning focus | Managing Change <ol style="list-style-type: none"> Getting to know people What is a community? Careers and Your Future Transition Points in your Life Being A Good Citizen Take it further on how to develop your Citizenship Skills | Friendships, Respect and Relationships <ol style="list-style-type: none"> Respect and Relationships What makes a good friend/ how to manage friendships? Being positive Self esteem Peer Pressure Consent and Boundaries | Puberty and Body Development <ol style="list-style-type: none"> Introduction to Puberty Puberty for Girls Puberty for Boys Personal Hygiene Issues growing up Assertiveness and Consent; Hormones | Staying safe online and offline <ol style="list-style-type: none"> Staying safe online Fortnite, Grooming and Online gaming What is alcohol? What is smoking? E-cigarettes and vaping Carrying knives Avoiding gangs | Proud to be me <ol style="list-style-type: none"> Proud to be me Career choices Career Interests and Jobs Employability Skills Self Esteem and the media Labour market information | Health and Wellbeing <ol style="list-style-type: none"> What is mental Health and wellbeing? Positive Body Image Healthy Eating Raising Self Esteem and Resilience Child Abuse (Emotional) Types of Bullying |
| Foundational Knowledge Prior learning needed | Know the key skills needed to be successful in school and beyond it. Explain the benefits of a multicultural society | Recognise that there are basic rules and values that society follows when it comes to communication with others in society | Recognise the physical changes that puberty brings. Understand the emotional changes that people experience and how to deal with our emotions. | Identify a wide range of risks associated with internet use. Recognise the risks associated with gang behaviour. | Identify the key qualities that individuals could possess. Understand how to improve self-esteem. Recognise a range of employment opportunities. | Understand the various definitions for health and wellbeing Identify healthy and unhealthy habits people may have |



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| Core Knowledge and skills | <p>Understand the importance of positive wellbeing and how to help others.</p> <p>Understand that the choices that are made in life can influence the future.</p> | <p>Know how to respect the rights of others and to celebrate the differences</p> | <p>Understand the need for high levels of personal hygiene.</p> <p>Understand what the differences are for boys and girls when going through puberty.</p> | <p>Know some of the risks associated with smoking, vaping and e cigarettes.</p> <p>Know some of the associated risks with carrying a knife.</p> | <p>Identify a range of jobs suited to individual personalities and skills.</p> <p>Students can identify factors that affect self-esteem.</p> | <p>Know a range of methods to improve personal wellbeing.</p> <p>Explain what mental health is and know how to look after their own mental health</p> |
| Developmental Knowledge and Skills | <p>Know how to be an active positive member of the school community.</p> <p>Explore challenges that change of circumstances and opportunity brings in life</p> | <p>Understand how people are influenced and how actions influence others positively and negatively.</p> | <p>Explain why some parts of society do not accept topics like sexuality and gender.</p> <p>Explore the way in which school and society deals with topics like sexuality and gender.</p> | <p>Explain how young people can be negatively influenced by unsafe internet usage.</p> <p>Understand the consequences for the individual when they break the law.</p> | <p>Understand how to improve employability.</p> <p>Explore a range of careers for the future.</p> <p>Identify and describe why social media can impact self-esteem.</p> | <p>Explain the pressures that social media places on body image.</p> <p>Explore ways in which they can raise their own sense of self-esteem.</p> |
| Complex Knowledge | <p>Appreciate that core British values can support individuals to take their rightful place in society and allow for social mobility</p> | <p>Draw conclusions and explore the wider issues about behaviour in society.</p> <p>Students will be able to contribute to being a productive member of society and Ashlawn School.</p> | <p>Evaluate why some people find life more challenging growing up. Explore ways to support one another with complex emotions.</p> | <p>Evaluate the choices that individuals face in keeping themselves safe from harm in society.</p> <p>Understand discernment in internet usage and their use of illegal substance abuse on their physical and mental health.</p> | <p>Evaluate the long term effects of unemployment on society.</p> <p>Explore the inequality of pay between professions.</p> | <p>Evaluate the impact bullying can have on the individual as a student and adult.</p> <p>Understand the way we treat people has consequences for them and ourselves.</p> <p>Identify and explain the impact of stress on the body and mind.</p> <p>Explore ways to relieve stress and create resources to help individuals navigate negative childhood experiences</p> |



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| <p>Links with the National Curriculum</p> | <p>Recognising and demonstrating personal strengths.</p> <p>Build self-confidence, self-esteem and good health and wellbeing.</p> <p>Understanding what can affect wellbeing and resilience.</p> <p>The impact that the news and social media can have on how people think of themselves, including body image, physical and mental health.</p> | <p>Understanding what makes a positive healthy friendship.</p> <p>Strategies for recognising and managing peer influence and a desire for peer approval in friendships.</p> <p>Recognising if a friendship on or offline is making them feel unsafe or uncomfortable and how to manage this and ask for support</p> | <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>Know about the physical and emotional changes that happen when approaching and during puberty.</p> <p>Know about how the hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> | <p>Explore the opportunities and potential risks of establishing and conducting relationships with people online, and strategies to manage the risks.</p> <p>Understand how to identify and manage personal safety in increasingly independent situations, including online.</p> <p>Know about ways of assessing and reducing risk in relation to health, wellbeing and personal safety.</p> <p>Explore strategies for identifying risky and emergency situations, including online and ways to manage these</p> | <p>Examine a range of jobs and skills required for entry.</p> <p>Know the importance of a good range of GCSEs and the opportunities they provide.</p> <p>Know the law relating to employment.</p> | <p>Explore strategies to help build resilience to negative opinions, judgements and comments.</p> <p>Recognise and manage internal and external influences on decisions which affect health and wellbeing.</p> <p>Know how to identify and articulate a range of emotions accurately and sensitively using appropriate vocabulary.</p> <p>Recognise the characteristics of mental and emotional health and strategies for managing these.</p> |
| <p>Literacy (including reading)</p> | <p>Key Vocabulary including terms associated with coping with stress and anxiety.</p> <p>Reading about how others have coped with their challenges are part of the Next Steps in the Curriculum - these will</p> | <p>Key Vocabulary and definitions including words associated with adolescence.</p> <p>Reading about young people's coping experiences of growing up in society are part of the Next Steps in the Curriculum -- these will be posted on the google classroom.</p> | <p>Key Vocabulary including terms identified with puberty.</p> <p>Reading about young people and how they have coped with adversity are shared as part of the Next Steps in the Curriculum - - these will be posted on the google classroom.</p> | <p>Key Vocabulary and definitions given on concepts such as vulnerability and exploitation.</p> <p>Reading about how young people have experienced relationships on and offline are part of the Next Steps in- these</p> | <p>Key vocabulary such as careers, employability, self-esteem and labour market.</p> <p>Reading about career pathways and debates surrounding pay and inequality are shared as part of the Next Steps in the Curriculum - - these will be posted on the google classroom.</p> | <p>Key Vocabulary and definitions given with issues related to mental health such as anxiety, and depression.</p> <p>Reading about strategies how to improve their mental and physical health are given as part of the Next Steps Curriculum - these will be</p> |



| | be posted on the Google classroom. | | | will be posted on the Google classroom. | | posted on the Google classroom. |
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| Cultural Capital | <p>Develop positive well-adjusted citizens. Learn the social skills necessary to deal with changes in our circumstances.</p> <p>What is a good citizen?</p> | <p>Develop emotionally secure and positive relationships with family, friends and work colleagues.</p> | <p>Learn how to deal with our emotional problems and support others. Understand why this is important for the benefit of society.</p> <p>How should we ignore peer pressure?</p> | <p>Explore that the internet connects us to the whole world and this can be an unsafe place. Why?</p> <p>Understand the effects of knife crime on society.</p> | <p>Exploring the importance of employment in our country.</p> <p>Discuss the impact of unemployment on individuals and the economy.</p> | <p>Learn the skill of empathy for others and how this will allow society to grow and develop in a positive manner.</p> |
| Social, Moral, Spiritual and Cultural Development | <p>The transition period from primary to secondary can be challenging but with perseverance and good communication individuals will be supported.</p> | <p>Understand the principles of right and wrong behaviour in relationships.</p> <p>Understand that individuals have the right to remove their consent at any point.</p> <p>Learn the nature of ethics and the foundations of a good and bad character and conduct.</p> | <p>Explore the social skill of empathy in order to understand the challenges that different genders face.</p> <p>To see things from another person's point of view.</p> <p>In puberty there are many emotional challenges that individuals need to understand and control.</p> <p>To explore behaviour and understand that it relates to appropriate attitudes towards others. This is very important when it comes to how they conduct their relationships with others.</p> | <p>Understand that in order to safely go online there is a set of values and morals that need to be understood in order to have healthy and positive relationships.</p> <p>Students need to see the dangers and long term effects of sexting and sending inappropriate images.</p> <p>Recognise how immoral behaviour impacts individuals' spiritual development and self-esteem.</p> <p>Recognise that the same moral values apply to online activities as offline interactions in society.</p> | <p>Believe that individuals can achieve anything they put their mind to.</p> <p>Society is always changing and there are new jobs and opportunities. The top 10 jobs in the future do not exist today.</p> <p>Students will explore Britain's biggest exports.</p> | <p>Understand that in society there are many choices we make that impact on our physical and mental health. If we make negative choices that affect our own as well as others health then this is a moral responsibility.</p> <p>If we make many wrong choices then this can build up as adverse childhood experiences that will impact an individual's future happiness.</p> <p>Understand that there are strategies that individuals can employ that can improve their physical and mental health now and in the future.</p> |



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| Fundamental British Values | Understand that all religions, culture, sexuality and gender are celebrated at Ashlawn School. Students will respect one another and embrace the school's values. | Learn that individuals can protect their rights and that consent can be given and removed at any point. Accept that all members of the Ashlawn community will be respected at all times. | Learn the consequences of what happens when consent has not been given. Explore stereotypes and prejudices through gender and sexuality. | Understand how to stay safe on and offline in an acceptable manner. Know and understand the criminal aspect of unsafe behaviour online. Recognise that mutual respect and tolerance of differences are values that are protected by law. Understand the law governing what you can and cannot say online. | Understand that leadership opportunities in employment can impact on our British society. Explore the impact of team work in employment. Understand the legal rights when working. | Understand that individual liberty is a choice and understand that all the choices we make in regard to our physical and mental health are decisions that impact on ourselves and others in society, for example passive smoking. Understand that British society faces difficult decisions that relate to how to support those with obesity and addiction. |
| Assessment | Draw an image of yourself and mind map how you can be a good citizen. | Write a Mnemonic for the world RESPECT | Respond to 4 letters. Teenage magazine /Agony Aunt page | Design a poster for staying safe online. | Produce a mind map of 10 different career choices and what qualifications and skills you would need. | Write an article for the school newsletter on what to do if you are being bullied. |



Key Stage 3 Curriculum Journey:

THE YEAR 8 CURRICULUM JOURNEY enables learners to become informed and responsible citizens in society; the subject material helps learners understand other people's identity so they can develop the skills necessary to allow others and themselves thrive in society.

THE YEAR 8 CURRICULUM JOURNEY

| | HALF TERM 1 | HALF TERM 2 | HALF TERM 3 | HALF TERM 4 | HALF TERM 5 | HALF TERM 6 |
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| The 'BIG' Question. | Why do we need to understand and accept the differences between gender and sexuality? | What is sexual harassment and violence and what does the law say? | What does it mean to be British and embrace different cultures? | What is the impact of County Lines, Knife Crime and ASB in the community? | What makes a good British Citizen and how do we learn to tolerate and embrace differences? | How does social media and the internet affect the safety of young people? |
| Topic and learning focus | Identity Relationships and Sex Education 1. Introduction to Relationship and Sex Education 2. Healthy Relationships 3. Dealing with Conflict 4. Sexual Orientation 5. Gender Identity 6. Introduction to Contraception | LGBT Explored 1. LGBT what is it? 2. LGBT Homophobia in Schools 3. Supporting those that are LGBTQ 4. Challenging Homophobia 5. Transphobia 6. Coming Out | Celebrating Differences in the Community 1. Multicultural Britain 2. What is your Identity? 3. Nature versus Nature 4. Equality Act 2010 5. Breaking down the Stereotypes 6. Prejudice and Discrimination 7. Challenging Islamophobia | Staying safe in the Community 1. County Lines - what is it? 2. Knife Crime 3. Online safety Cyber bullying 4. Grooming boys and girls 5. Drug Education/ Alcohol (%) 6. Child Exploitation and online Protection | Law Crime and Society 1. Desert Island Living Exercise 2. Building a Community 3. Making Decisions and priorities 4. Criminals, Laws and society 5. Law making in the UK 6. Prisons reforms and Punishment | Mental Health and Wellbeing 1. What is Child Abuse CSE 2. Screen time and safe mobile phone use. 3. Common Types of mental health 4. Self-harm 5. Addressing the problem of Suicide 6. How to promote emotional wellbeing |
| Foundational Knowledge Prior learning needed | Recognise what is a positive and supportive relationship. | Recognise that there are people who might have a different gender and sexuality to yourself. | Recognise that in the UK we are a multi-cultural society with different ethnic groups which are resident here. | Identify a wide range of risks associated with county lines. Recognise the dangers associated with reckless behaviour associated with alcohol and drugs. | Understand how young people can get involved with crime. Understand how poor choices can influence your outcomes for the future | Understand the 4 types of child abuse. Identify healthy and unhealthy behaviours |
| Core Knowledge and skills | Know how to treat people of different genders and sexuality in a respectful and supportive manner. | Know how to respect the rights of others with respect to gender and sexuality. | Know how to understand that prejudice and racism can exist in society. | Know some of the unnecessary risks young people might take in their lives and the consequences of their actions. | Identify a range of factors that may lead to someone committing crimes. Know that there are consequences for the individual | Know a range of suggestions to improve personal wellbeing. Can explain what positive mental health is. |



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| | | | | | and society if people commit crimes. | Know how to look after their own mental health |
| Developmental Knowledge and Skills | Explain how we can support our friends and family to have a positive and healthy relationship whatever their sexuality. | Understand how people are influenced in positive and negative ways towards people with different genders and sexuality. | Explain why some people are interested in promoting their own values and not those for the benefit of society. | Explain how young people can be drawn to negative behaviours such as county lines, knife crime and criminality. Explain the impact on their own lives and those of their families, friends and the wider community. | Explain a range of ways to reduce the risks an individual may get involved with crimes. Explain how behaviour can impact a person's future happiness and future. | Explain the pressures that society creates that can influence how people feel about themselves. Know ways in which they can raise their self-esteem to feel better about themselves. |
| Complex Knowledge | Evaluate why some people find it difficult to form successful relationships in society and are less tolerant of others. | Draw conclusions and explore the wider issues about gender and sexuality in society. Developing the correct vocabulary and evaluate what values can contribute to being a productive member of society | Evaluate why some people might hold prejudices against others and why some hold racist ideologies. Explore ways to support young people dealing with prejudiced and racist individuals in society. | Evaluate the range of support that individuals might access for themselves to keep them safe from harm in society. | Examine the dangers of committing crimes and why individuals might not understand the impact of their actions on others. Evaluate the effects of antisocial behaviour on the community. | Evaluate the way we treat people has consequences for them and ourselves - Suicide. Identify and explain the impact of stress on the body and mind. Explore ways to relieve stress and create resources to help individuals navigate negative childhood experiences. |
| Links with the National Curriculum | To recognise and develop personal values in friendships, love and sexual relationships. The importance of trust in relationships and the behaviours that can undermine or build trust. To evaluate expectations about gender roles, behaviour that can undermine or build trust. To evaluate expectations about gender roles, behaviour and intimacy | Understanding about the similarities, differences and diversity among young people of different race, culture, ability, sex gender identity, age and sexual orientation. Students will understand the difference between biological sex, gender identity and sexual orientation. To recognise that sexual attraction and sexuality are diverse | Identify the different groups that make up their community: what living in a community means. To value the different contributions that people and groups make to the community. Diversity; what it means: the benefits of living in a diverse community: about valuing diversity within communities Stereotypes; how they can negatively influence | Examine the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines: responsible use of antibiotics. To evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use. Strategies to manage a range of influences on drug, alcohol and tobacco use, including peers. | Know strategies for identifying risky and emergency situations, including online: ways to manage these and get the appropriate help, including where there may be legal consequences (e.g. drugs, and alcohol, violent crime and gangs.) To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs. | That mental health, like physical health, is part of daily life: the importance of taking care of mental health. Strategies and behaviours that support mental health - including how good quality sleep , physical exercise /time outdoors, being involved in community groups, doing things for others, clubs and activities , hobbies and spending time with family and friends can support mental health and wellbeing. |



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| | within romantic relationships. | | behaviours and attitudes towards others; strategies for challenging stereotypes. | Information about alcohol, nicotine and other legal and illegal substances including short - term and long term health risks associated with their use. | | |
| Literacy (including reading) | Key vocabulary including terms associated with sexual orientation, gender identity, non-binary, and transgender and gender fluid. | Key vocabulary including terms associated with homophobia, transphobia and hate crime. | Key vocabulary including terms associated with multiculturalism, ethnicity and culture. | Key Vocabulary and definitions given on concepts associated with drug use, addiction, overdose, recreational drugs and illegal drugs. | Key vocabulary and definitions given. How to understand words associated with crime, prison, prevention, rehabilitation, punishment and retribution. | Key vocabulary and definitions given. How to understand words associated with mental health, raising self-esteem, self-help, depression and suicide. |
| Cultural Capital | Develop the values that as British Citizens we should embrace and accept every sexuality. Why do some countries ban LGBTQ+? What is the death penalty still in place? | Develop the idea that as British Citizens we should embrace, celebrate and support our LGBTQ+ community. What is PRIDE and why is it celebrated? | Learn how as British Citizens discrimination has no place in our society. Students will celebrate their British Heritage and make connections with other cultures. | Explore the idea that staying safe in the community is a key priority for all stakeholders. Students will understand the devastating effects of exploitation. Why is Rugby a key area for county lines? | Students will learn the importance of the 'Law' in society and the impact it can have on individuals and families. Students will explore the impact of unlawful actions and how the police deal with challenging situations. Should children of 13 be criminalised? | Students will learn that as a British Citizen it is important to understand the implication of poor mental health on our NHS. Should all schools have a Mental Health team? What impact has Covid had? |
| Social, Moral, Spiritual and Cultural Development | Students will understand the differences between gender and sexuality. | Students will study the principles of right and wrong behaviour in relationships and where to go for help. | Students will explore the impact of nature v's nurture. Which has the strongest impact and how can we remove negative influences? | Students need to see the dangers and long term effects of county lines and addiction. Where do drugs come from? How are they imported? | Students are taught the challenges of living in a small community and are encouraged to make decisions that could change lives. | Students explore the impact of social media on our health and wellbeing. Do we really need it in our lives? |
| Fundamental British Values | Understand that sexuality should be celebrated at Ashlawn School. | Learn what LGBTQ+ stands for and how society should celebrate our differences. | Learn what a multicultural society is and how to embrace diversity. | Understand how to protect themselves from violence and coercion. | Understand the term 'building a community' - what does it mean and what are the | Understand the term life cycle. What does it mean and what happens when |



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| | Students will learn about their rights, choice and individuality in society. | Accept that all members of the Ashlawn community will be respected at all times. | Students will explore the term equality. | Students will know and understand how the law protects you from CE. Students understand the law relating to drug use and possession. | challenges that communities face? Students will explore the criminal justice system. | someone chooses to take their own life. Understand that British society faces difficult decisions that relate to how to support those with mental health needs. |
| Assessment | Complete a 20 mark quiz on 'what is a healthy relationship? | Design a school logo which represents the LGBTQ+ students at Ashlawn School | Write an essay on why Ashlawn is a multicultural Community (1 side of A4) | Produce a factsheet on the different types of drugs and strengths of alcohol that young people should be aware of | Debate activity paired | Write a poem to a young person struggling with their mental health |



Key Stage 3 Curriculum Journey:

THE YEAR 9 CURRICULUM JOURNEY enables learners to become productive and responsible citizens in society; the subject material helps learners understand their values so they can develop the responsibilities necessary to thrive in society.

THE YEAR 9 CURRICULUM JOURNEY

| | AUTUMN 1 | AUTUMN 2 | SPRING 3 | SPRING 4 | SUMMER 5 | SUMMER 6 |
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| The 'Big' Question | What makes a healthy relationship and is it best to wait for someone you care about? | What is contraception and how can I prevent an unplanned pregnancy and STI? | What challenges do gender types face and why is homophobic, biphobic and transphobic bullying not to be tolerated? | What are addictive substances and what do they do to a person's body and mind? | How can we prevent radicalisation and recognise the signs of extremism? How do we protect ourselves? | How do I become a financially secure, safe and happy adult? |
| Topic and learning focus | Sex, the Law and Consent 1. Why have sex relationships and partners 2. Sexual consent and the law 3. Delaying sexual activity 4. Understanding sex 5. Sexual harassment and stalking | Contraception and STIs 1. STI lesson 2. Contraception 3. The condom lesson 4. Exploring the realities of contraception 5. HIV and AIDS – prejudice and discrimination | Body Confidence 1. Self-esteem and how it changes 2. Being male? 3. Being female? 4. Homophobic bullying 5. How to be an ally for gay lesbian and trans people | Legal and Illegal Drugs 1. Introduction to drugs 2. Different types of addictions 3. Cannabis products 4. Party drugs - the dangerous side 5. Exploring illegal drugs and their effects on the body | Extremism and Terrorism 1. Proud to be British 2. Conspiracies and extremist narratives 3. Extremism in all its forms 4. What is terrorism? 5. The radicalisation process | Essential Life Skills 1. First aid skills 2. Importance of personal happiness 3. Anger management 4. Saving and managing your money 5. Employment and financial management |
| Foundational Knowledge Prior learning needed | Recognise that there are basic social rules and values that are followed when it comes to having positive relations with others in society | Know that there are different types of contraception that can protect against pregnancy and STI's | Recognise that how we feel about our body influences our self esteem Understand the role social media has in influencing our image we have of ourselves. | Identify a wide range of risks associated with drug use. Recognise the risks associated with taking unknown substances | Understand how young people can be manipulated to become involved in radicalisation Understand the pressures that can be applied to being recruited into an extremist organisation Consider the reasons why a young person might feel the need to want to join an extremist organisation | Understand the various definitions for health and wellbeing Identify healthy and unhealthy habits people may have |



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| Core Knowledge and skills | Know how to understand empathy and respect the rights of others in relationships | Understand the importance of using contraception to protect themselves Understand that there are choices when it comes to contraception | Understand the need for having a positive self-image Need to work on ways to encourage a positive self-image for boys and girls | Know some of the risks associated with illegal drug taking Know some of the consequences of drug addiction | Identify a range of factors that may lead to someone being influenced by an extremist ideology. Define terms like radicalisation and extremism | Know a range of suggestions to improve personal wellbeing. Can explain what mental health is. Know how to look after their own mental health |
| Developmental Knowledge and Skills | Understand how people might be manipulated or exploited in relationships | Know how to look at the advantages and disadvantages for the different types of contraception available | Explain how we feel about ourselves can be influenced by media and friends Evaluate the way society has dealt with topics like body Image | Explain how young people can be negatively influenced by their peers over drug taking. Understand the impact of drug taking on themselves and their families | Explain the impact on the family if a son/daughter were recruited to an extremist/terrorist organisation Explain the influence of online behaviour can impact on a person's psychological wellbeing (reference to recruitment to a terrorist organisation) | Explain the pressures that social media places on body image. Know ways in which they can raise their own sense of self-esteem. |
| Complex Knowledge | Evaluate how individuals can learn how to make positive choices when starting a physical and emotional relationship with another person | Evaluate that making good choices about contraception can prevent unplanned pregnancy. Evaluate that positive choices made with contraception can prevent unwanted STIs | Evaluate why some people find body image more challenging and looking at ways to offer support Explore ways to support young people with understanding how we see body image and how it might link to eating disorders. | Evaluate the choices that individuals face in keeping themselves safe from harm in society. Understand discernment needed in social situations to keep themselves and others safe | Evaluate the dangers young people face that could entrap them to an extremist ideology. Emotionally Vulnerable, easily led, had negative domestic experiences. Seeks affirmation for themselves in ideals that are unrealistic | Evaluate the impact bullying can have on the individual. Evaluate the way we treat people has consequences for them and ourselves. |
| Links with the National Curriculum | Recognise different types of physical contact; understanding what is acceptable and unacceptable; strategies to respond to unwanted physical contact; seeking and giving permission consent in different | Know about the process of reproduction and birth as part of the human life cycle: How babies are conceived and born and that there are ways to prevent a baby being made. Students understand how | learn about problem solving strategies for dealing with emotions, challenges and change, in their lives students learn about how they understand personal identity, what contributes to who we are ethnicity, family, | know about the new opportunities and responsibilities that increasing independence may bring basic techniques for resisting pressure to do something | To recognise situations where they are being adversely influenced, or are at risk due to being part of a particular group; strategies to access appropriate help To have positive mental health. To develop healthy interests to improve your psychological | recognise that people have different attitudes towards saving and spending money: what influences people's decisions; what makes something good value for money. |



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| | <p>situations; dangers of keeping something secret when this should be shared with a responsible adult.</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety.</p> | <p>babies need to be cared for.</p> <p>How to predict, assess and manage risk in different social situations.</p> <p>How to recognise that if a relationship is making them feel unhappy or uncomfortable or unsafe then they know how to seek help or advice</p> | <p>gender, faith culture likes and dislikes</p> <p>About how to manage setbacks / perceived failures, including how to reframe unhelpful thinking</p> | <p>they don't want to do which may make them feel unsafe</p> <p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone should feel respected.</p> <p>Strategies to improve or support respectful relationships. Why taking unknown substances might influence relationships in a negative way.</p> | <p>wellbeing. To know where to get support to be a productive citizen</p> <p>To be involved in the community fundraising. To work and pay tax and make positive contributions to your family and society at large. To see the value in being a productive citizen of the UK</p> | <p>To recognise that people make spending decisions based on priorities, needs and wants. Different ways to keep track of money.</p> <p>About risks associated with money (money can be won, lost or stolen) and ways of keeping it safe. Identify the ways that money can impact people's feelings and emotions.</p> |
| Literacy (including reading) | <p>Key Vocabulary and definitions given.</p> <p>Consent statutory rape abstinence sexual abuse sexual harassment</p> | <p>Key Vocabulary and definitions given</p> <p>Sexually Transmitted Diseases Contraception Prejudice and discrimination</p> <p>HIV/ AIDS</p> | <p>Key Vocabulary and definitions given.</p> <p>self-esteem vulnerability transgender, homophobia, ally for trans and gay rights</p> | <p>Key Vocabulary and definitions given on concepts such as vulnerability and exploitation illegal drugs</p> | <p>Key vocabulary and definitions given.</p> <p>Extremist, Ideology Exploitation Vulnerable, Grooming Recruitment, Terrorist organisations</p> | <p>Key Vocabulary and definitions given.</p> <p>self esteem self confidence self-fulfilment self-aware Financial management Financial security money management</p> |
| Cultural Capital | <p>Develop an understanding that sexual relationships are governed by the law. Understand the idea that consent is an important issue that relates to the age of consent</p> | <p>Develop an understanding of the dangers of having unprotected sex. Look at ways to prevent an unwanted pregnancy</p> <p>Develop an awareness of the prejudices associated with the way people might feel about HIV/ AIDS</p> | <p>Develop an understanding that individuals can change their gender from the one assigned to them at birth. Need to be sensitive to the fact that this is a complex issue that needs a sensitive appreciation for cultural differences and acceptance</p> | <p>Develop an understanding that drug taking is part of a young person's experience of growing up.</p> <p>Being aware of the dangers and long term impact of illegal drug taking in an individual's life and that of their family and friends</p> | <p>Develop an appreciation for how British values impact society in a positive way. Understand that an unhealthy negative attitude towards society can lead to extremist views.</p> <p>Understand how groups might appeal to young people to</p> | <p>How to effectively budget, including the benefits of saving How to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks.</p> |



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| | Consideration of what makes sexual harassment and stalking a crime | | | | become influenced by their strong ideologies | To recognise and manage the range of influences on their financial decisions To access appropriate support for financial decision - making for concerns relating to money, gambling and consumer rights |
| Social, Moral, Spiritual and Cultural Development | Students will explore what a healthy relationship looks like, feels like and when to remove themselves from that relationship. | Students can empathise with the long term effects of STIs and living with AIDS. | Students are able to accept and embrace the differences of the human body and know how to support others struggling with their identity. | Students will appreciate the effects of drugs on the body and the long term implications of addiction. | Students will understand how society has responded to terrorism and how the 'Prevent' strategy is there to protect everyone. | Students will be able to lead a happy and fulfilled life with the knowledge of how to look after their money, health and family. |
| Fundamental British Values | Understand that unhealthy relationships should not be tolerated and that every individual should respect their body. | Understand how to protect themselves from unplanned pregnancies and to make informed decisions about contraception. | Understand how to show respect to all members of Ashlawn School and embrace our diverse community. | Understand the law surrounding possession and intent to supply when taking drugs. | Understand the law in relation to 'Acts of Terrorism'. Understand the political views that can cause conflict between countries. | Understand employment laws and how society can support individuals through the NHS and Social Services. |
| Assessment | Communicate the term 'CONSENT' This could be a picture, essay, leaflet, poster, poem, song or...? | Ranking exercise - which type of contraception is the most effective and what are the advantages and disadvantages for each? | Write a proposal of how Ashlawn can support the LGBTQ+ community more effectively. | Write a Mnemonic of the words JUST SAY NO. | Read a newspaper article and answer the key points. | Create a leaflet on how to manage your money effectively. |



Key Stage 3 Curriculum Journey:

THE YEAR 10 CURRICULUM JOURNEY enables learners to become productive and responsible citizens in society; the subject material helps learners understand their values so they can develop the responsibilities necessary to thrive in society.

THE YEAR 10 CURRICULUM JOURNEY

| | AUTUMN 1 | AUTUMN 2 | SPRING 3 | SPRING 4 | SUMMER 5 | SUMMER 6 |
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| The 'Big' Question | British Values - How are they enforced in the UK? | What is Generation Z and what challenges do they face? | What is domestic violence/coercive control and how can you protect yourself from an abusive relationship? | How does culture and religion affect the safety of our future? | What is our responsibility in supporting other countries? | How does politics affect me and how can I have my voice heard? |
| Topic and learning focus | Exploring British Values <ul style="list-style-type: none"> Exploring Britishness and British Values What are Human Rights? Consumer Rights and Employment rights | Rights and Responsibilities/Careers <ul style="list-style-type: none"> Critical thinking and fake news The Instagram generation and targeted advertising Thinking ahead of what your post 16 choices | Exploring Relationships and Sex Education <ul style="list-style-type: none"> Sexting Inappropriate images and the law Domestic Sexual violence and rape | Violence, Crime and Seeking safety <ul style="list-style-type: none"> Honour based violence/Forced marriage Modern Slavery Online gambling | Exploring world Issues <ul style="list-style-type: none"> International Organisations Aid to other Countries Peace war and conflict | Politics Parliament and Me <ul style="list-style-type: none"> Why is Politics important? How is our country run? Who is the Prime Minister? |
| Foundational Knowledge Prior learning needed | Recognise that there are basic rules and values that we as a society have to follow for the Benefit of all concerned | Know the key skills needed to be able to discern fake news Recognise the way young people are targeted in advertising Aware of the social impact of social media and Instagram for the Z generation | Recognise the impact that sexting and the use of inappropriate images can have on an individual's sense of self worth Recognise that everyone has a moral responsibility to understand what contributes to domestic violence and rape | Identify a wide range of issues associated with honour based violence and forced marriages Recognise the cultural clashes that may occur when religion and culture are in opposition to fundamental British values | Understand the role of international organisations and the role they play in international diplomacy in the world (The United Nations) | Understand the various definitions for understanding how our country is run Identify some of the key concepts like democracy |
| Core Knowledge and skills | Know how to respect the rights of others and to celebrate the differences Understand what being a British citizen means | Understand the importance of positive wellbeing and how to help others Understand that the choices that are made in life can influence their future. | Understand the need for good moral values be aware of what the law says with regard to receiving and sending of inappropriate images Understand that the possession of inappropriate | Know some of the risks individuals may face associated with modern slavery Know some of the ways individuals may be exploited in the work place since Brexit | Identify a range of factors that may lead to conflict developing between countries Define terms like peacekeeping, NATO, the role of the United Nations and the international convention of human rights | Know and understand the way the UK parliament is run. Understand the role of political parties |



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| | | Know the various opportunities that exist for post 16 choices after school | images will be against the law and can incur a prison sentence | | | |
| Developmental Knowledge and Skills | Understand how people are influenced in society and how actions influence others positively and negatively | Know how to be an active positive member of the community Know about the challenges that change of circumstances and opportunity brings in life | Beware of the impact of adverse childhood experiences on a young person's development | Explain how young people can be negatively influenced by online gambling and by improper internet usage and the serious consequences for the individual of breaking the law | Explain a range of issues that affect world peace, economic, social cultural religions ethnic and nationals. Explain how these things can impact on world affairs (The price of food gas oil and electricity) | Explain the role the government has in influencing the price of food, the levels of employment and other opportunities for social advancement |
| Complex Knowledge | Draw conclusions and explore the wider issues about behaviour and have made exceptional progress in vocabulary and evaluate what values can contribute to being a productive member of society Can explain how society is influenced by immigration and refugees Can explain the positive influences that make up the diverse nature of UK citizenship in a multicultural society | Evaluate that making bad choices can be changed and that a person can change their attitude to life and take constructive steps towards success by reflecting on their attitude towards others and how we treat them. Appreciate that core British values can support individuals to take their rightful place in society and allow for social mobility | Evaluate why some people find life more challenging growing up. Explore ways to support young people with their development in understanding their complex emotions as they grow up to be positive members of the society | Evaluate the choices that individuals face in keeping themselves safe from harm in society. Discuss cultural expectations, morality, and following the law. Understand the negative social impact online gambling can have on individuals and their families | Evaluate the impact a conflict abroad can have on our society looking at moral duty of care, financial global impact of the war on prices of commodities like gas and electricity in the UK Discussion of the increased price of the cost of living on families | Evaluate the impact a government can have over terms of office on the standard of living, the levels of educational opportunities, the levels of social care, amount spent on defence, culture, housing and mental health services Understand the impact of rising prices and the cost of borrowing and inflation in individuals' lives. |
| Links with the National Curriculum | Understand the importance of human rights. Understand about the issues that affect | Recognise ways in which the internet and social media can be used both positively and negatively. How to assess the reliability of sources of information | To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours. | To know the importance of stable positive committed relationships, including the rights and protections provided with legally recognised marriages and civil partnerships and the | Have a growing awareness of the UK's role in international relations. Know the positive role International organisations | Understand that the UK is a democracy with an elected government. Understand that a member of parliament is elected to represent the people. |



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| | <p>discussion of Britishness in society</p> <p>Understand that being a citizen of the UK we are affected by prejudice, the need to recognise behaviours/actions which discriminate against others: ways of responding to it if witnessed or experienced</p> | <p>online: and how to make safe, reliable choices from search results. Understand how information on the internet is ranked</p> | <p>To recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours.</p> <p>Understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values.</p> | <p>legal statues of other long term relationships. Know about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support and how to access them</p> <p>The law relating to honour based violence and forced marriage: the consequences for individuals and the wider society and ways to access support</p> | <p>have in supporting communities that are struggling</p> <p>An awareness of the role of charities have in providing AID to other countries</p> <p>Understand that peace and conflict can be influenced by global economies.</p> | <p>Understand the privilege to be able to vote know that politics influence every aspect of our lives from law making to the prices we pay and what opportunities exist for education employment and social care</p> |
| Literacy (including reading) | <p>Key vocabulary and definition given</p> <p>Give a definition of human rights, consumer rights employment rights</p> | <p>Key vocabulary and definitions given.</p> <p>How to explain transition from childhood to adulthood and the responsibilities we have as productive citizens</p> | <p>Key vocabulary and definitions given.</p> <p>Sexting, upskirting, inappropriate images, illegal images, statutory rape, consent</p> | <p>Key vocabulary and definitions given on concepts such as vulnerability and exploitation</p> <p>Honour based violence</p> <p>Modern slavery</p> <p>Gamblers anonymous</p> | <p>Key vocabulary and definitions given.</p> <p>Conflict not war, economic sanctions, weapons of mass destruction, chemical warfare, war crimes, the Geneva Convention, the Convention of Human Rights</p> | <p>Key vocabulary and definitions given.</p> <p>Parliament, democracy</p> <p>Member of Parliament, election, constituency, political party, left wing right wing, Prime Minister</p> |
| Cultural Capital | <p>Develop an appreciation of what makes us British?</p> <p>Understand our basic human rights and how we can challenge these in difficult situations.</p> | <p>Develop an understanding of what's real and what is fake.</p> <p>Understand the opportunities that are available to them when they are successful at school.</p> | <p>Be aware of the effects and consequences of coercive behaviour in society.</p> <p>Develop an awareness of how and when to report sexual harassment and violence.</p> | <p>Understand that modern slavery happens in the UK.</p> <p>Be aware of the long term effects of online gambling and how individuals can be supported with addition.</p> | <p>Develop an understanding that war and conflict can impact on our physical and mental health.</p> <p>Be aware of what is happening in the news surrounding war and conflict.</p> | <p>Understand how politics can affect the daily condition of society and how it can transform and improve outcomes.</p> |
| Social, Moral, Spiritual and Cultural Development | <p>Students will be able to celebrate their British culture while embracing the fact that the UK is now a multicultural society.</p> | <p>Students will embrace social media in a positive and productive way whilst accepting that not all users will do the same.</p> | <p>Students will be able to empathise how coercive behaviour could make them feel.</p> | <p>Students will be able to recognise the signs of modern slavery and know how to report it.</p> | <p>Students will be able to empathise with how communities cope in war and conflict.</p> | <p>Students will understand the importance of watching the news and the impact it can have on their wider knowledge.</p> |



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| | | | | Students will be able to identify what 'gambling' might look like in society. This may include electronic gaming machines, scratch cards, instant lotteries, horse betting, poker or other card games. | Students will explore how poverty can be a result of such atrocities. | |
| Fundamental British Values | Understand the law in relation to consumer and employment rights. | Understand the law in relation to hate crime, modern slavery, extreme pornography, sexting, revenge porn, harassment, cyber stalking and the sale of illegal goods. | Understand the law in relation to sexual harassment and violence and the preventative measures which can be put in place. | Understand the laws around modern slavery and honour based violence. Understand the laws around gambling and the age restrictions. Know that individuals have the freedom to partake in gambling as part of a normal adult leisure activity. | Understand what NATO is and its role in conflict. Be respectful of individual liberty and consider how this may be resolved amicably. | Understand that politics are at the heart of British Values and this will be reflected in modern Britain. |
| Assessment | Create a new image for a British Values Hand. | Group presentation 'What is generation Z?' | Produce a poster on the dangers of sexting. | Watch a film about modern slavery and write a response to how we can educate young people of the dangers. | Produce a fact sheet on a charity that supports deprived countries. | Write a manifesto of what you would do if you became prime minister? |



Key Stage 4 Curriculum Journey:

THE YEAR 11 CURRICULUM JOURNEY enables learners to become productive and responsible citizens in society; the subject material helps learners understand their values so they can develop the responsibilities necessary to thrive in society.

THE YEAR 11 CURRICULUM JOURNEY

| | AUTUMN 1 | AUTUMN 2 | SPRING 3 | SPRING 4 | SUMMER 5 | SUMMER 6 |
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| The Big Question | How do I thrive in Year 11 and achieve my goals? | How do I stay fit and well in adulthood and become the best parent? | How do I have fun and stay safe when celebrating with friends? | What alternative therapies can I use and what can they do to improve my general health? | How do I prepare for a financially stable life? | Exam Leave |
| Topic and learning focus | Your future and beyond <ul style="list-style-type: none"> Time management and dealing with exam stress and anxiety Writing a personal statement Writing a CV | Sexual Health <ul style="list-style-type: none"> Fertility and menopause How to check for lumps and bumps Childbirth | Staying Safe/ Drugs/ Drink/ Personal safety <ul style="list-style-type: none"> New psychoactive drugs Drug taking at festivals and raves First Aid response for drink and drugs. | Adult Health and Looking After yourself <ul style="list-style-type: none"> Organ donation and donating blood Alternative medicines - acupuncture, hopi ear candles, reflexology, reiki Your oral hygiene/ eyesight/ keeping fit (BMR) | Financial Literacy <ul style="list-style-type: none"> Budgeting money stress and pressures, credit and debit Renting a house/ buying it Exploring a pay check and personal banking | Exam Leave |
| Foundational Knowledge Prior learning needed | <p>Recognise that time management is an essential part of personal responsibility</p> <p>Recognise that dealing with stress is an essential like skill that is an important interpersonal skill</p> | <p>Know that there are factors that can influence fertility</p> <p>The importance of a healthy eating and lifestyle</p> <p>The impact of smoking and illegal drugs on fertility</p> | <p>Consider the reasons why someone might take drugs: depression, unhappy, social problems, peer pressure, bereavement, adverse childhood experiences, coercion, to get high, to numb their negative experiences</p> | <p>To make informed lifestyle choices regarding sleep, diet and exercise</p> <p>The benefits of being able to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p> | <p>To understand that people make different choices about how to save and spend money about the difference between needs and wants: that sometimes people may not always be able to have the things they want</p> | Exam Leave |
| Core Knowledge and skills | <p>Know how to make the most of your abilities in a CV</p> <p>Time management, Working in a team, problem solving</p> | <p>How to identify testicular and breast cancer</p> <p>Understand the need to go to a doctor if anything untoward is discovered</p> | <p>Know some of the drugs that are taken by young people and what their classification is.</p> <p>Know what the legal punishment is for dealing in them or possession</p> | <p>Know the legal situation regarding organ donation</p> <p>Know the pros and cons of using alternative medicines and how these might benefit individuals in recovery from illness</p> | <p>Know that their money needs to be looked after, and that there are different ways of doing this</p> <p>Know about the different ways to pay for things and the choices people have about this</p> | Exam Leave |



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| | | <p>Understand that a positive lifestyle links to long term good health prospects</p> <p>Understand that poor choices in life can influence the future outcomes</p> | | | | |
| Developmental Knowledge and Skills | <p>Understand that interpersonal skills are a lifelong commitment to personal development and need updating on the CV as they progress through employment over time</p> | <p>Know how to be productive positive adult that makes healthy choices for themselves</p> <p>Know about the challenges to our physical health associated with fertility</p> | <p>Recognise the long term implications of drug taking for users and their family</p> <p>Recognise the effects on the mind and body of drugs</p> <p>Recognise that how we respond to a drug taker is significant</p> | <p>How to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> | <p>Recognise that people have different attitudes towards saving and spending money</p> <p>What influences people's decisions: what makes something good value for money</p> | Exam Leave |
| Complex Knowledge | <p>An ability to see the value of working on marketing your interpersonal skills for the CV</p> <p>Understand that employers are looking for individuals to stand out with good interpersonal skills and ability to communicate effectively</p> <p>Students know about interview techniques and how they might come across to employers</p> <p>Understand the value of commitment</p> | <p>Understand that fertility is our personal responsibility and that it affects the prospects of an unborn child's development</p> <p>Understand that there is a social impact to poor health not only on the mother but that of the unborn child.</p> <p>Evaluate the impact poor choices have in a society to affect the opportunities for social advancement</p> | <p>Evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>Strategies to manage drug taking and to evaluate the personal and social risks and consequences of substance use and misuse of legal and illegal substances.</p> <p>Evaluate the concepts of dependence and addiction including awareness of help overcome addictions</p> | <p>Know how to access and manage risks that are associated with cosmetic and aesthetic procedures, including tattooing, piercing and the use of sunbeds</p> <p>Evaluate the ways in which industries and advertising can influence health and harmful behaviours</p> | <p>Know that people's spending decisions can affect others and the environment (example Fair trade), buying single use plastics or giving to charity</p> <p>Recognise that people make spending decisions based on priorities, needs and wants</p> | Exam Leave |



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| <p>Links with the National Curriculum</p> | <p>Know about the range of opportunities available to them for career progression, including in education, training and employment about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities about the information, advice and guidance available to them on next steps and careers: how to access appropriate support and opportunities</p> | <p>To understand the importance of what might influence decisions about eating a balanced diet and strategies to manage eating choices The importance of taking increased responsibility for their own physical health and self-examination male and female. The purpose of vaccinations offered during adolescence for individuals and society About the health services available to people, strategies to become a confident user of the NHS ; to concerns or barriers to seeking help</p> | <p>To know some of the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families and the wider consequences for communities</p> | <p>How to access health services when appropriate How to identify risk and manage personal responsibility in increasingly independent situations How to recognise when they or others need help with their mental health and wellbeing: to explore and analyse ethical issues when peers need help: strategies and skills to provide basic support and identify and access the most appropriate sources of help</p> | <p>Know that some jobs are paid more than others and money is one factor which may influence a person's career choice To understand that in order to pay rent or have a mortgage individual's must exercise their own personal responsibility to run their lives effectively for themselves and their families exercising their own personal accountability</p> | <p>Exam Leave</p> |
| <p>Literacy (including reading)</p> | <p>Key Vocabulary and definitions given. Curriculum vitae, personal statement, reference</p> | <p>Key Vocabulary and definitions given. Fertility, menopause, testicular self-examination breast self-examination</p> | <p>Key Vocabulary and definitions given. LSD, spice, ketamine, rohypnol</p> | <p>Key Vocabulary and definitions given on concepts such as organ donation, Reiki, aromatherapy</p> | <p>Key vocabulary and definitions given. Budget, managing money, saving account, credit/ debit, borrowing and interest</p> | <p>Exam Leave</p> |
| <p>Cultural Capital</p> | <p>Understand the qualities and skills needed to pursue your chosen career. Understand the impact of work experience opportunities and charity work.</p> | <p>Understand the resources and services available through the NHS</p> | <p>Understand that culture plays a central role in drug use. Understand the link between risky behaviours and consequences.</p> | <p>Understand the alternative therapies and medicines that can be used to cure disease.</p> | <p>Understand how to read a payslip. Understand how to apply for accommodation - rent/ mortgage.</p> | <p>Exam Leave</p> |



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| Social, Moral, Spiritual and Cultural Development | Students will appreciate how to apply for jobs/ course post 16 and be successful in securing these positions. | Students will appreciate the importance of checking for lumps and bumps. Students will gain knowledge of the implications relating to childbirth and menopause which will support them in their adult life. | Students will appreciate that they may be offered drugs and the impact of peer pressure. Students will gain knowledge on how to respond in a medical emergency. | Students will explore the facts and common misconceptions surrounding organ donation. Students will explore the theory of 'life after death'. | Students will appreciate the importance of budgeting and the impact this can have on an individual or family. | Exam Leave |
| Fundamental British Values | Understand the importance of job security. Understand how to act and express yourself in a workplace setting. | Understand the role of the NHS and the variety of services that are available to us as British Citizens. | Understand the link between drug/ alcohol use and the cost to society. | Understand the importance of Organ donation and that it is an individual's responsibility to opt in or out. | Understand the term tax, National Insurance and pension and how these contribute to society. | Exam Leave |
| Assessment | Completed CV | Test - Terminology of key words. | Write a Mnemonic of how to stay safe at festivals. FESTIVALS | Complete the table of services. | Budgeting exercise. | Exam Leave |