



Pre assessment completed		
	Learning outcomes	Key vocabulary
1	<i>Working together</i> - I can demonstrate a collaborative approach to a task - I can describe and implement the skills needed to do this	collaboration teamwork
2	<i>Solve the friendship problem</i> - I recognise some of the challenges that arise from friendships - I can suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach	balanced friendship respectful assertive
3	<i>Behave yourself</i> - I recognise and empathise with patterns of behaviour in peer-group dynamics - I recognise basic emotional needs and understand that they change according to circumstance - I can suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about	assertiveness resolution rejected
4	<i>Assertiveness skills</i> - I can list some assertive behaviours - I recognise peer influence and pressure - I can demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure	assertiveness peer pressure neglect controlling abuse
5	<i>Don't force me</i> - I can describe ways in which people show their commitment to each other - I know the ages at which a person can marry or have a civil partnership - I understand that everyone has the right to be free to choose who and whether to marry or have a civil partnership	marriage civil partnership forced marriage illegal abuse preferences
6	<i>Acting appropriately</i> - I recognise that some types of physical contact can produce strong negative feelings - I know that some inappropriate touch is also illegal	appropriate inappropriate illegal assertive bystander upstander
Post assessment completed		



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1	<i>Ok to be different</i> - I recognise that bullying and discriminatory behaviour can result from disrespect of people's differences - I can suggest strategies for dealing with bullying, as a bystander - I can describe positive attributes of their peers	witness bystander unique positive feedback confidence self-esteem self-worth self-worth isolated insecure problem solution conflict negotiate compromise
2	<i>We have more in common than not</i> - I know that all people are unique but that we have far more in common with each other than what is different about us - I can consider how a bystander can respond to someone being rude, offensive or bullying someone else - I can demonstrate ways of offering support to someone who has been bullied	unique diversity biological sex sexual orientation gender expression gender identity stereotype prejudice discrimination assertive
3	<i>Respecting differences</i> I can demonstrate ways of showing respect to others, using verbal and non-verbal communication	point of view cultural norms respect disrespect body language empathy
4	<i>Tolerance and respect for others</i> - I understand and explain the term prejudice and discrimination - I can identify and describe the different groups that make up their school/wider community/other parts of the UK - I can describe the benefits of living in a diverse society - I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this	unique identity prejudice respect diversity tolerance discrimination



5	<i>Advertising friendships</i> • I can explain the difference between a friend and an acquaintance • I can describe qualities of a strong, positive friendship • I can describe the benefits of other types of relationship (e.g. neighbour, parent/carers, relative).	relationships friend acquaintance
6	<i>Boys will be boys? – challenging gender stereotypes</i> • I can define what is meant by the term stereotype • I can recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes • I can recognise that people fall into a wide range of what is seen as normal • I can challenge stereotypical gender portrayals of people.	stereotype gender stereotype media influence assumption digital platforms prejudice discrimination assertive upstander
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	Learning outcomes	Key vocabulary
1	<i>Think before you click!</i> - I can accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face - I understand and describe the ease with which something posted online can spread - I understand that once something is posted online it is very hard to remove - I understand that sometimes people spread fake information, misinformation and disinformation, and to begin to think critically about how to respond to this	social media parental consent trolling online safety sharing bot troll digital footprint digital tattoo misinformation disinformation
2	<i>To share or not to share</i> - I know that it is illegal to create and share sexual images of children under 18 years old - I can explore the risks of sharing photos and films of myself with other people directly or online - I know how to keep my information private online - I understand that once something is posted online and shared there is no way to delete it permanently - I know where to go for advice and support when I feel worried or concerned about something they have seen or experienced online	right to privacy sharing online permission illegal sexual images sexting nudes trolling digital footprint digital tattoo
3	<i>Rat Park</i> - I can define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour - I understand that all humans have basic emotional needs and explain some of the ways these needs can be met	habit addiction emotional needs
4	<i>What sort of drug is?</i> - I can explain how drugs can be categorised into different groups depending on their medical and legal context - I can demonstrate an understanding that drugs can have both medical and non-medical uses - I can explain in simple terms some of the laws that control drugs in this country	drug legal illegal medical non-medical



5	<i>Drugs: it's the law!</i> • I understand some of the basic laws in relation to drugs • I can explain why there are laws relating to drugs in this country	drug laws age restrictions possess supply produce illegal penalties
6	<i>Alcohol: what is normal?</i> • I understand the actual norms around drinking alcohol and the reasons for common misperceptions of these • I can describe some of the effects and risks of drinking alcohol.	alcohol short-term ef- fects long-term ef- fects risks norms
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1	<i>Two sides to every story</i> - I can define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them - I can describe the language and techniques that make up a biased report - I can analyse a report also extract the facts from it	biased unbiased fact opinion stereotype assertive
2	<i>Fakebook friends</i> - I know the legal age (and reason behind these) for having a social media account - I understand why people don't tell the truth and often post only the good bits about themselves, online - I recognise that people's lives are much more balanced in real life, with positives and negatives	social media profile online safety image sharing
3	<i>What's it worth?</i> - I can explain some benefits of saving money - I can describe the different ways money can be saved, outlining the pros and cons of each method - I can describe the costs that go into producing an item - I can suggest sale prices for a variety of items, taking into account a range of factors - I can explain what is meant by the term interest - I understand the financial risks of online gaming - I understand the importance of developing digital resilience	saving bank (building society) account debit card interest Junior ISA cash value online gaming digital resilience
4	<i>Happy shoppers, caring for the environment</i> - I explain what is meant by living in an environmentally sustainable way - I can suggest actions that could be taken to live in a more environmentally sustainable way	environmentally sustainable composting recycling energy materials waste transport shop local food miles Fairtrade re-use



5	<i>Democracy in Britain 1 – elections</i> • I understand why and how rules and laws that protect them and others are made and enforced • I understand why different rules are needed in different situations and how to take part in making and changing rules • I am beginning to understand the way in which democracy in Britain works	democracy elections manifesto candidate voting policies voting booth ballot slip ballot box constituencies House of Commons MP
6	<i>Democracy in Britain 2 – how (most) laws are made</i> • I understand why and how rules and laws that protect myself and others are made and enforced • I know why different rules are needed in different situations and how to take part in making and changing rules	proposal debate amendments penalties enforcement majority House of Commons House of Lords Royal Assent
Post assessment completed		



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	Learning outcomes	Key vocabulary	
1	<i>This will be your life!</i> - I can identify aspirational goals - I can describe the actions needed to set and achieve these.	aspirations perseverance goal setting	
2	<i>Our recommendations</i> - I can present information I have researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues - I can develop a holistic approach to healthy eating	wellbeing health reliable accurate sources misinformation disinformation	
3	<i>What's the risk? (1)</i> - I can identify risk factors in a given situation (including online) - I can understand and explain the outcomes of risk-taking in a given situation, including emotional risks - I know where to go for advice and support when I feel worried or concerned about something online	assessing risk weigh up dilemma controlling self-esteem neglect self-worth	
4	<i>What's the risk? (2)</i> - I can recognise what risk is - I can explain how a risk can be reduced - I understand risks related to growing up and explain the need to be aware of these - I can assess a risk to help keep myself safe	assessing risk weigh up choices influence misinformation online behaviours	
5	<i>Basic first aid, including Sepsis Awareness</i>	life skill sepsis Red Cross first aid emer- gency panic calm respon- sive unre- spon- sive	ambu- lance operator infor- mation serious scenario adult script role feelings



6	<i>Five Ways to Wellbeing Project</i> • I can explain what the five ways to wellbeing are • I can describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives	wellbeing connect be active take notice (mindful) keep learning (get creative) give
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1	<i>I look great!</i> - I understand that fame can be short-lived - I recognise that photos can be changed to match society's view of perfect - I can identify qualities that people have, as well as their looks - I understand the importance of avoiding putting pressure on others to share information and images online	body image self esteem manipulation deepfake digital media self-worth	
2	<i>Media manipulation</i> - I can define what is meant by the term stereotype - I recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes - I recognise that people fall into a wide range of what is seen as normal - I can challenge stereotypical gender portrayals of people	media manipulation stereotype gender stereotype gender reassignment (protected characteristic) assertive	
3	<i>Pressure on line</i> - I understand the risks of sharing images online and how these are hard to control, once shared - I understand that people can feel pressured to behave in a certain way because of the influence of the peer group - I understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.	peer pressure right to privacy sharing online online safety	
4	<i>Helpful or unhelpful? Managing change</i> - I recognise some of the changes I have experienced and my emotional responses to those changes - I can suggest positive strategies for dealing with change - I can identify people who can support someone who is dealing with a challenging time of change	change support conversation discuss	
5	<i>Is this normal?</i> - I can define the word 'puberty' giving examples of some of the physical and emotional changes associated with it - I understand that a healthy attitude towards food can really support growth and puberty changes - I can suggest strategies that would help someone who felt challenged by the changes in puberty - I understand what FGM is and that it is an illegal practice in this country	puberty physical changes emotional changes rights FGM periods mood	swings spots voice deepening period products vulva



	I know where someone could get support if they were concerned about their own or another person's safety		
6	<i>Making babies</i> - I can identify the changes that happen through puberty to allow sexual reproduction to occur - I know a variety of ways in which the sperm can fertilise the egg to create a baby - I know the legal age of consent and what it means	egg ovaries sperm testicles puberty vagina penis orgasm embryo womb sexual inter- course consensual condom surrogacy adoption IVF age of consent miscarriage conception consensual re- lationship	hug cuddle kiss erection vaginal wetness excited pleasurable feel- ing implant pregnancy birth caesarean cut labour muscles cervix hips widen wet dreams loving relation- ship
7	<i>What is HIV?</i> - Explain how HIV affects the body's immune system - Understand that HIV is difficult to transmit - Know how a person can protect themselves from HIV.	HIV infection immune sys- tem virus transmission sharing needles sexual contact condom prejudice Human papil- loma virus cancer vagina cervix	Human immunodefi- ciency virus illness sexual activity vaginal fluids semen medication lifelong condi- tion life threatening sharing of needles blood transfusions womb antibodies vaccination
8	<i>Online sexual consent</i> - Identify the qualities of a caring, safe, happy and healthy relationship - Understand the internet contains a lot of content that can be inappropriate and upsetting for children, some of which is sexual in nature - Understand the laws around viewing online sexual content - Understand the potential impact for children who have viewed this content and know where to go for advice and support.	vagina penis orgasm sexual inter- course consensual respectful condom conception consensual relationship hug cuddle kiss	erection vaginal wetness excited pleasurable feeling loving relation- ship online sexual content
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