

## Identity Curriculum: Long Term Plan

### Brief overview – year 7

In Year 7, the Personal Development curriculum is foundational and primarily focused on the knowledge and skills students will need to successfully transition between primary and secondary school. It also provides the basis for exploration of topics in more detail in later year groups. Students are initially introduced to the Oasis Ethos and Oasis 9 Habits to support with the understanding of the key ideals that are held across the Oasis trust. This is built upon to cover key transitional issues including making friends and recognising positive friendships, peer pressure and bullying as well as identifying positive and negative mental health and how to maintain positive mental health. Additionally, it examines physical health transitions and recaps RSE from KS2 as well as expanding to include other areas of importance such as dental hygiene. These are key areas of focus due to emerging PHE data. Other key themes that become more pressing in secondary particularly due to the Oasis Horizons project is to embed knowledge and understanding of staying safe online and beginning to understand how their rights and responsibilities will begin to change as they transition into adulthood.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title</b>	Love and Relationships 1	Citizenship 1	Citizenship 2	Self-care 1 (E-safety)	Self-care 2 (Physical)	Self-care 3 (Mental health)
<b>Enquiry questions</b>	<ul style="list-style-type: none"> <li>What does it mean to be a student at an Oasis Academy?</li> <li>How do we navigate making new friends in secondary school?</li> <li>How do we stay safe online?</li> </ul>	<ul style="list-style-type: none"> <li>What are human rights?</li> <li>What are prejudice and discrimination?</li> <li>Why is it important to be responsible?</li> </ul>	<ul style="list-style-type: none"> <li>What is a community?</li> <li>What is an active citizen?</li> <li>How do we become involved in community change?</li> </ul>	<ul style="list-style-type: none"> <li>How do we stay safe online?</li> <li>What is Radicalisation?</li> <li>What is Prevent?</li> </ul>	<ul style="list-style-type: none"> <li>How do we maintain good physical health?</li> <li>How do we keep clean?</li> </ul>	<ul style="list-style-type: none"> <li>How do we maintain positive mental health?</li> <li>What is FGM?</li> </ul>
<b>Relevant core concepts</b>	<ul style="list-style-type: none"> <li>Consent</li> </ul>	<ul style="list-style-type: none"> <li>In equalities in Society</li> </ul>	<ul style="list-style-type: none"> <li>Community</li> </ul>	<ul style="list-style-type: none"> <li>Seeking support</li> </ul>	<ul style="list-style-type: none"> <li>Healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Positive mental health</li> </ul>
<b>Relevant end points</b>	<ul style="list-style-type: none"> <li>Students will have a sound knowledge of consent.</li> <li>Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship.</li> <li>Students will understand the challenges that different relationships face.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand about equalities in society.</li> </ul>	<ul style="list-style-type: none"> <li>Students will have a clear understanding of what it means to be part of a community.</li> <li>Students will understand about equalities in society.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand how a person's mental health can have an impact on their day to day lives and where to seek support.</li> <li>Students will have an awareness of the different strategies required to deal with stressful situations.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the importance of a healthy lifestyle, diet, exercise, and sleep and will understand how a person's mental health can have an impact on their day to day lives and where to seek support.</li> <li>Students will know how to use the NHS.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand how a person's mental health can have an impact on their day to day lives and where to seek support.</li> <li>Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day.</li> </ul>
<b>Core substantive knowledge</b>	<ul style="list-style-type: none"> <li>9 habits</li> <li>Positive qualities within a friendship.</li> <li>Consent is giving permission.</li> <li>Consent can be given and withdrawn.</li> <li>Bullying is the repeated use of threats or violence to harm or intimidate others.</li> <li>Peer pressure is when a friend or peer makes another person feel pressured into doing something that they don't necessarily want to do.</li> </ul>	<ul style="list-style-type: none"> <li>Human rights laws</li> <li>Laws relating to prejudice and discrimination.</li> <li>Responsibilities of citizens</li> </ul>	<ul style="list-style-type: none"> <li>What it means to be an active citizen, i.e. involved in the community, involved in making a change or making a difference.</li> <li>What it means to be part of a community.</li> </ul>	<ul style="list-style-type: none"> <li>Dangers of online gaming.</li> <li>Dangers of online relationships. What Radicalisation means.</li> <li>What the Prevent strategy is.</li> </ul>	<ul style="list-style-type: none"> <li>What is good hygiene.</li> <li>How to maintain good oral health/</li> <li>How periods work.</li> <li>How to use the emergency services: What making a 999 call involves.</li> </ul>	<ul style="list-style-type: none"> <li>How to maintain good and how to cope with poor mental health.</li> <li>Strategies to ensure happiness.</li> <li>What FGM is.</li> <li>Knowing where to seek support for victims or potential victims of FGM.</li> </ul>

### Identity Curriculum: Long Term Plan

<b>Core disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>• How the 9 habits impact our lives</li> <li>• The impact negative relationships can have on us.</li> <li>• How to give consent               <ul style="list-style-type: none"> <li>• How to seek support for mental health</li> <li>• How to empathise with others</li> <li>• How to say no</li> <li>• How to stay safe online</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• How prejudice and discrimination can impact people's lives</li> <li>• How to seek support for prejudice and discrimination</li> <li>• How to seek support for bullying and peer pressure</li> <li>• How to be responsible</li> </ul>	<ul style="list-style-type: none"> <li>• How being an active citizen can impact others in a positive way</li> <li>• How to become involved in change</li> </ul>	<ul style="list-style-type: none"> <li>• How to seek and signpost support</li> <li>• Signs that someone may be being radicalised.</li> <li>• The impact fake news can have on people</li> </ul>	<ul style="list-style-type: none"> <li>• How to maintain good physical health</li> <li>• How to maintain good oral health</li> <li>• what can happen if you don't maintain good physical and oral health</li> <li>• How smoking can affect us/others</li> <li>• How vaping can affect us/others</li> <li>• How to make a 999/111 call</li> <li>• The impact of hoax 999 calls</li> </ul>	<ul style="list-style-type: none"> <li>• How a person's mental health can be impacted.</li> <li>• Understanding how the correct support can improve mental health and well-being.</li> <li>• How victims of FGM are affected.</li> </ul>
------------------------------------	--	---	---	---	--	--

## Identity Curriculum: Long Term Plan

### Brief overview – year 8

In Year 8, the Personal Development curriculum builds upon the prior knowledge from Year 7 particularly regarding students understanding of inclusivity and equality. Students are introduced to elements of citizenship which build upon prior topics and examine extremism, radicalisation and exploring the criminal justice system. Love and relationships is reintroduced with a more mature focus of family and personal relationships. Students are introduced to key issues surrounding legal substances (caffeine, sugar, energy drinks, alcohol and legal highs) and the effect on mental health. In accordance with the Gatsby Benchmarks, students are introduced to the career's curriculum through 'employable me' which begins to examine the different skills that they have and need to develop in order to be successful in later academic years and especially in the workplace. Qualifications, such as T-levels are also covered to fulfil the requirements of the Baker clause.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title</b>	Citizenship 3	Citizenship 4	Love and Relationships 2	Love and Relationships 3	CEIAG 1	Self-care 4 (Drugs)
<b>Enquiry questions</b>	<ul style="list-style-type: none"> <li>How do we create a fairer society?</li> <li>Why are there inequalities in society?</li> <li>What are the laws in modern Britain?</li> </ul>	<ul style="list-style-type: none"> <li>How does the criminal justice system work in the UK?</li> <li>What are the punishments for different crimes?</li> <li>What is cyber bullying?</li> <li>How do we stay safe online?</li> <li>Why might some people be involved in gangs?</li> <li>What are country lines and how can these affect us or others around us?</li> </ul>	<ul style="list-style-type: none"> <li>What are the different family types?</li> <li>What is marriage?</li> <li>What is divorce?</li> <li>How can change affect us?</li> <li>What are modern families like?</li> </ul>	<ul style="list-style-type: none"> <li>What does a healthy relationship look like?</li> <li>What can make a relationship unhealthy?</li> <li>How do we manage our emotions in a relationship?</li> <li>How do we manage a break up?</li> </ul>	<ul style="list-style-type: none"> <li>How do we study/revise for assessments?</li> <li>How do we identify our skills and strengths?</li> <li>How do we set goals?</li> </ul>	<ul style="list-style-type: none"> <li>What are drugs?</li> <li>What are the effects of drugs?</li> <li>What are the effects of energy drinks and caffeine?</li> <li>Why do people drink alcohol?</li> <li>What are the laws surrounding alcohol?</li> <li>How do drugs, alcohol and caffeine affect us?</li> </ul>
<b>Relevant core concepts</b>	<ul style="list-style-type: none"> <li>Inequalities in Society.</li> </ul>	<ul style="list-style-type: none"> <li>Laws and sanctions in Britain</li> </ul>	<ul style="list-style-type: none"> <li>Challenges within relationships</li> </ul>	<ul style="list-style-type: none"> <li>Consent</li> <li>Healthy and unhealthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>Revision strategies</li> <li>Post 16</li> </ul>	<ul style="list-style-type: none"> <li>The impact substances have on someone's mental health</li> <li>Seeking support for addiction</li> </ul>
<b>Relevant end points</b>	<ul style="list-style-type: none"> <li>Students will understand about inequalities in society.</li> </ul>	<ul style="list-style-type: none"> <li>Students will know about the laws in Britain and the potential sanctions for disobeying these laws.</li> <li>Students will understand the methods someone may use to coerce them into joining a gang or carrying out an illegal activity and how to spot the signs.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the challenges that different relationships face and know the options available for contraception and unplanned pregnancy.</li> <li>Students will understand how adverse childhood experiences can have an influence on people's lives and futures and where to seek support.</li> </ul>	<ul style="list-style-type: none"> <li>Students will have a sound knowledge of consent.</li> <li>Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship and where to seek support.</li> <li>Students will understand the challenges that different relationships face.</li> <li>Students will understand how adverse childhood experiences can have an influence on people's lives and futures and where to seek support.</li> </ul>	<ul style="list-style-type: none"> <li>Students will have developed revision strategies that suit their learning style and will be prepared for their post 16 education.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand how a person's mental health can have an impact on their day to day lives and where to seek support.</li> <li>Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day.</li> <li>Students will know how to use the NHS and seek support for addiction.</li> </ul>
<b>Core substantive knowledge</b>	<ul style="list-style-type: none"> <li>Disagreeing with others' opinions</li> <li>The laws that exist for discriminating against someone because of their age, race, gender or sexual orientation.</li> <li>The wealth divide causes inequality.</li> </ul>	<ul style="list-style-type: none"> <li>What Cyber bullying is and how someone can be targeted online</li> <li>The punishment for xxxx is yyyy.</li> <li>Respect</li> <li>How to managing conflict.</li> <li>What extremism is.</li> <li>What radicalisation is.</li> </ul>	<ul style="list-style-type: none"> <li>What a family is and the different types.</li> <li>The legalities and rights within different types of relationships.</li> <li>Dispelling myths about different family types.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding emotions within a relationship</li> <li>What catfishing is.</li> </ul>	<ul style="list-style-type: none"> <li>Independent revision strategies</li> <li>Tackling stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Understand the issues of drugs, alcohol, and caffeine (energy drinks).</li> <li>Understand the effects of these on mental health.</li> </ul>

### Identity Curriculum: Long Term Plan

	<ul style="list-style-type: none"> <li>Race, gender, age and sexual orientation can cause inequalities.</li> </ul>	<ul style="list-style-type: none"> <li>What peer pressure is.</li> <li>How the Criminal Justice system works.</li> </ul>				
<b>Core disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>How to deal with this appropriately</li> <li>How these laws can protect people</li> <li>How to seek support for inequalities</li> <li>If you disagree with someone then debate/discuss in an appropriate way</li> </ul>	<ul style="list-style-type: none"> <li>How cyber bullying can affect people and how to stay safe.</li> <li>The impact of prison.</li> <li>How the criminal justice system works</li> <li>How to stay safe and seek support for extremism and radicalism?</li> </ul>	<ul style="list-style-type: none"> <li>Challenges faced by blended families and how these can affect the family members.</li> <li>The impact of divorce or separation.</li> </ul>	<ul style="list-style-type: none"> <li>How to manage the digital legacy of a breakup.</li> <li>How to give consent.</li> <li>How to know that someone has given consent.</li> <li>Understanding how emotions within a relationship can affect us and others</li> <li>The effect social media and catfishing can have on us or others</li> </ul>	<ul style="list-style-type: none"> <li>Why it is important to have goals.</li> <li>Impact of hobbies on our soft skills</li> <li>How to be an effective learner/employee.</li> <li>Understanding how and why it is important to tackle stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>Why people use alcohol, drugs, and energy drinks.</li> <li>Why it is important to seek support if someone is using these too much.</li> </ul>

## Identity Curriculum: Long Term Plan

### Brief overview – year 9

In Year 9, the Personal Development curriculum focuses on CEIAG and employability as Year 9 is a key transition point into GCSEs and further education. This is a crucial opportunity to explore their options thoroughly at GCSE and Post-16 to enable students to make informed decisions during their GCSE options process. The curriculum continues to build upon the prior knowledge of Years 7 and 8 providing more depth in relation to physical health, for example, further detail on issues of alcohol but also introducing new aspects of physical health including STIs and body image. Students are reintroduced to citizenship focusing on the political system and how it works within the UK. In other areas, it examines themes in different circumstances, for example, mental health in relation to money management or mental health in relation to body issues. The curriculum introduces money management as a stand-alone unit which seeks to introduce the basics of looking after finances but complements the employable me unit as well as providing vital life skills required for adulthood. Year 9 ends with an RSE unit which provides opportunities to recap some of what has been learnt in year 8 and then explore issues in greater depth in preparation for KS4.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title</b>	Self care 5 (Money management)	CEIAG 2	Self-care 6 (Physical)	Self – care 7 (Physical)	Citizenship 5	Love and Relationships 4
<b>Enquiry questions</b>	<ul style="list-style-type: none"> <li>What is debt?</li> <li>How do we budget?</li> <li>Should we borrow money?</li> </ul>	<ul style="list-style-type: none"> <li>How to plan your future in relation to GCSE options, post 16 qualifications and university?</li> </ul>	<ul style="list-style-type: none"> <li>How do we live a healthy lifestyle?</li> </ul>	<ul style="list-style-type: none"> <li>How to maintain our physical health?</li> </ul>	<ul style="list-style-type: none"> <li>What is the monarchy?</li> <li>What is a democracy?</li> <li>Political regimes</li> <li>Voting in elections</li> </ul>	<ul style="list-style-type: none"> <li>When is the right time for sex?</li> <li>Sexting and texting</li> <li>Accessing support</li> <li>Contraception</li> <li>Coercive control</li> </ul>
<b>Relevant core concepts</b>	<ul style="list-style-type: none"> <li>Budgeting</li> <li>Debt and borrowing</li> </ul>	<ul style="list-style-type: none"> <li>Options post 16</li> </ul>	<ul style="list-style-type: none"> <li>Healthy lifestyle</li> <li>Dealing with stressful situations</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Seeking support</li> </ul>	<ul style="list-style-type: none"> <li>Voting and elections</li> <li>The government and the monarchy</li> </ul>	<ul style="list-style-type: none"> <li>Consent</li> <li>Healthy and unhealthy relationships</li> <li>Contraception</li> </ul>
<b>Relevant end points</b>	<ul style="list-style-type: none"> <li>Students will be prepared for life after school and will have a clear understanding of how to open a bank account, pay bills and know how to access different services.</li> <li>lives and where to seek support.</li> <li>Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day.</li> </ul>	<ul style="list-style-type: none"> <li>Students will know the options that they have post 16, they will understand how to look for and apply for jobs.</li> <li>Students will know the different qualifications that they have available to them and an understanding of what it is like to choose different pathways, for example, what does an apprenticeship look like or what is university life like?</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the importance of a healthy lifestyle, diet, exercise, and sleep and will understand how a person's mental health can have an impact on their day to day lives and where to seek support.</li> <li>Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand how a person's mental health can have an impact on their day to day lives and where to seek support.</li> <li>Students will have an awareness of the different strategies required to deal with stressful situations.</li> <li>Students will know how to use the NHS and seek support for addiction.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand about voting and elections and will have developed a sound understanding of how this works.</li> <li>Students will know about different types of government and the monarchy.</li> </ul>	<ul style="list-style-type: none"> <li>Students will have a sound knowledge of consent and they will know how to seek support and how to support others in gaining support.</li> <li>Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship and will be able to recognise the signs of unhealthy relationships, coercive control and know where to seek support.</li> <li>Students will understand the options available for contraception.</li> </ul>
<b>Core substantive knowledge</b>	<ul style="list-style-type: none"> <li>How to avoid debt.</li> <li>How to budget effectively.</li> <li>How to manage borrowing and debt.</li> <li>Why payday loans should be avoided.</li> </ul>	<ul style="list-style-type: none"> <li>How to complete a job application</li> <li>How the different post 16 pathways work.</li> <li>How university is different to an apprenticeship</li> </ul>	<ul style="list-style-type: none"> <li>How to exercise responsibly.</li> <li>What a healthy diet involves.</li> <li>What a positive body image is.</li> <li>The dangers of smoking and vaping.</li> <li>What STIs are.</li> <li>The purpose of vaccinations and blood and organ donation</li> <li>How to self -screen for lumps and bumps</li> </ul>	<ul style="list-style-type: none"> <li>How mental health can affect someone</li> <li>How the strategies available to support mental health can benefit people</li> <li>Why it is important to seek support when needed</li> </ul>	<ul style="list-style-type: none"> <li>How to vote and why this is important</li> <li>How the government differs from the monarchy</li> </ul>	<ul style="list-style-type: none"> <li>How to give consent</li> <li>How to understand it consent has been given</li> <li>Understanding how to seek support for an unhealthy relationship</li> </ul>

### Identity Curriculum: Long Term Plan

<b>Core disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>• The impact debt can have on people and their mental health.</li> <li>• How to seek support for money worries.</li> </ul>	<ul style="list-style-type: none"> <li>• How to apply for a job</li> <li>• How to plan your life post 16 and how these life choices and plans will impact your life</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of exercise.</li> <li>• Impact of healthy eating.</li> <li>• Impact of smoking and vaping.</li> <li>• How to maintain a positive body image.</li> <li>• Effects of STIs.</li> <li>• Knowing where and how to seek support or signpost others to support.</li> <li>• How organ donations impact those who need them and their families.</li> </ul>	<ul style="list-style-type: none"> <li>• How to seek support</li> <li>• The impact of support</li> </ul>	<ul style="list-style-type: none"> <li>• How voting can impact us and those around us</li> <li>• How different political regimes around the world can affect the people living there</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how consent works.</li> <li>• How to know if relationships are healthy or unhealthy</li> <li>• The impact of sexts being shared</li> </ul>
------------------------------------	---	--	---	--	---	--

## Identity Curriculum: Long Term Plan

### Brief overview – year 10

In Year 10, the Personal Development curriculum focuses on all four of the core concepts; mental health, love and relationships, employable me and citizenship. These are crucial elements within KS4 that will support with their movement into young adulthood. Mental health is a unit of focus moving into KS4 where the step up in curriculum and commitment to GCSEs can be a source of anxiety and stress. In ensuring that this is early in the academic year, it provides ample opportunity to continue to explore these themes through pastoral conversations, assemblies, and parents' evenings. Employable me units are also early in the academic year to encourage students to start researching their further and higher education and provide the motivation to see the importance of their GCSEs and to make connections to the next phase of their education.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title</b>	Self-care 8 (Mental Health)	Love and Relationships 5	Love and Relationships 6	CEIAG 3	CEIAG 4	Citizenship 6
<b>Enquiry questions</b>	<ul style="list-style-type: none"> <li>How do we look after our Mental Wellbeing?</li> <li>How do we deal with stressful situations?</li> </ul>	<ul style="list-style-type: none"> <li>What is consent?</li> <li>What is coercive control?</li> </ul>	<ul style="list-style-type: none"> <li>What is contraception?</li> <li>How do we deal with an unplanned pregnancy?</li> </ul>	<ul style="list-style-type: none"> <li>What are our options post 16?</li> <li>What is it like to do an apprenticeship?</li> <li>What is it like at university?</li> </ul>	<ul style="list-style-type: none"> <li>How do we find a job?</li> <li>Why is it important to impress at interview?</li> <li>How do we make ourselves stand out?</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean, to be part of a community?</li> <li>How do elections work?</li> <li>How does the government spend our taxes?</li> </ul>
<b>Relevant core concepts</b>	<ul style="list-style-type: none"> <li>Healthy lifestyle</li> <li>Mental health</li> <li>Dealing with stressful situations</li> </ul>	<ul style="list-style-type: none"> <li>Consent</li> <li>Healthy and unhealthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>Healthy and unhealthy relationships</li> <li>Coercive control</li> <li>Contraception and unplanned pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>Qualifications</li> <li>Post 16 pathways</li> </ul>	<ul style="list-style-type: none"> <li>CV writing</li> <li>Revision strategies</li> <li>Applying for jobs and interviews</li> </ul>	<ul style="list-style-type: none"> <li>Community</li> <li>Voting and elections</li> <li>How taxes are spent.</li> <li>Types of government and the monarchy.</li> </ul>
<b>Relevant end points</b>	<ul style="list-style-type: none"> <li>Students will understand the importance of a healthy lifestyle, diet, exercise, and sleep and will understand how a person's mental health can have an impact on their day to day lives and where to seek support.</li> <li>Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day.</li> </ul>	<ul style="list-style-type: none"> <li>Students will have a sound knowledge of consent and how to support others in gaining support.</li> <li>Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship and will be able to recognise the signs of unhealthy relationships, coercive control and know where to seek support.</li> </ul>	<ul style="list-style-type: none"> <li>Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship and will be able to recognise the signs of unhealthy relationships, coercive control and know where to seek support.</li> <li>Students will know the options available for contraception and unplanned pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>Students will know the different qualifications that they have available to them and an understanding of what it is like to choose different pathways, for example, what does an apprenticeship look like or what is it like at university?</li> </ul>	<ul style="list-style-type: none"> <li>Students will know the options that they have post 16, they will understand how to look for and apply for jobs, including CV writing and how to conduct themselves in an interview.</li> <li>Students will have developed revision strategies that suit their learning style and will be prepared for their post 16 education.</li> </ul>	<ul style="list-style-type: none"> <li>Students will have a clear understanding of what it means to be part of a community.</li> <li>Students will understand about voting and elections and will have developed a sound understanding of how this works.</li> <li>Students will know about taxes and how these are spent.</li> <li>Students will know about different types of government and the monarchy.</li> </ul>
<b>Core substantive knowledge</b>	<ul style="list-style-type: none"> <li>Symptoms of ill health</li> <li>Symptoms of stress, anxiety and depression</li> <li>Methods and strategies for self-care including diet and exercise</li> <li>Understand self-care</li> <li>Describe triggers</li> </ul>	<ul style="list-style-type: none"> <li>Consent is giving permission</li> <li>Consent can be given and withdrawn</li> <li>Qualities of a healthy relationship</li> <li>Features of an unhealthy relationship</li> <li>What coercive control is</li> </ul>	<ul style="list-style-type: none"> <li>Qualities of a healthy relationship</li> <li>Features of an unhealthy relationship</li> <li>What coercive control is</li> <li>The different methods of contraception available</li> </ul>	<ul style="list-style-type: none"> <li>What the qualifications post 16 are</li> <li>What the pathways are post 16</li> </ul>	<ul style="list-style-type: none"> <li>What the post 16 options are</li> <li>What a quality job application and CV looks like</li> <li>Skills required to conduct yourself effectively at interview</li> <li>Know the specific revision strategies suited to their learning styles</li> </ul>	<ul style="list-style-type: none"> <li>What a community is</li> <li>What elections are</li> <li>The different political parties</li> <li>The different types of governments</li> <li>What the monarchy is</li> </ul>



### Identity Curriculum: Long Term Plan

			<ul style="list-style-type: none"> <li>The options if you have an unplanned pregnancy</li> </ul>			
<b>Core disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>Understand why there is a stigma attached to mental illness</li> <li>How to behave around others</li> <li>How to maintain a sense of happiness</li> </ul>	<ul style="list-style-type: none"> <li>Understand how consent works</li> <li>How to know if your relationships are healthy or unhealthy</li> <li>How to get support for unhealthy relationships and coercive control</li> </ul>	<ul style="list-style-type: none"> <li>How to know if your relationships are healthy or unhealthy</li> <li>How to get support for unhealthy relationships and coercive control</li> <li>How and where to access contraception and support</li> <li>How to access support for an unplanned pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>How to plan your life post 16 and how these life choices and plans will impact your life</li> </ul>	<ul style="list-style-type: none"> <li>How to apply for a job</li> <li>How to write a quality CV</li> <li>How to conduct yourself at interview</li> <li>How to revise</li> </ul>	<ul style="list-style-type: none"> <li>How being part of a community can have a positive effect on our lives</li> <li>How voting can impact us and those around us</li> <li>How different political parties policies can affect us differently.</li> </ul>



## Identity Curriculum: Long Term Plan

### Brief overview – year 11

In Year 11, the Personal Development curriculum focuses preparing students for leaving school and moving into the next phase of education. The curriculum focuses on the core concepts of physical and mental health and love and relationships. In Year 11, students who are three terms from turning 16 can give consent to withdraw from sex education. As such, key statutory RSE themes have been reintroduced (e.g. consent) but have been reconsidered to include other elements previously studied e.g. alcohol and drugs. Newer concepts such as pornography, young parenthood and infertility have also been included as these typically become highlighted areas at the age of 15-16. Students have financial education recapped as well as basic life skills and knowledge to help students succeed. This is to ensure that if students leave school and enter apprenticeships or traineeships at the age of 16 (where they would not be receiving further Personal Development) they will have had this information.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title</b>	Love and Relationships 7	Love and Relationships 8	Self care 9	Self – care 10	Self-care 11/Love and Relationships 9	
<b>Enquiry questions</b>	<ul style="list-style-type: none"> <li>How do we know if someone has given consent?</li> <li>What does a healthy relationship look like?</li> <li>What is coercive control?</li> </ul>	<ul style="list-style-type: none"> <li>How do we look after our sexual and reproductive health?</li> <li>How do we deal with unplanned pregnancy?</li> <li>How do we cope with adverse childhood experiences?</li> </ul>	<ul style="list-style-type: none"> <li>How do we open bank accounts?</li> <li>How do we set up accounts for different services?</li> <li>How do we rent or buy homes?</li> <li>How do we access support?</li> <li>How do we use the NHS?</li> </ul>	<ul style="list-style-type: none"> <li>How do we seek support for addiction?</li> <li>How do we seek support for domestic violence?</li> <li>How do we keep ourselves healthy?</li> <li>What is a healthy lifestyle?</li> </ul>	<ul style="list-style-type: none"> <li>How do we cope with stress and change?</li> <li>How do we stay safe online?</li> </ul>	
<b>Relevant core concepts</b>	<ul style="list-style-type: none"> <li>Consent</li> <li>Healthy and unhealthy relationships</li> <li>Coercive control and where to seek support</li> <li>The challenges relationships face</li> </ul>	<ul style="list-style-type: none"> <li>Sexual and reproductive health</li> <li>Contraception and unplanned pregnancy</li> <li>ACEs</li> </ul>	<ul style="list-style-type: none"> <li>Using the NHS</li> <li>Preparing for life after school</li> </ul>	<ul style="list-style-type: none"> <li>Healthy lifestyle</li> <li>Mental health</li> </ul>	<ul style="list-style-type: none"> <li>Dealing with stressful situations</li> <li>Staying safe online</li> </ul>	
<b>Relevant end points</b>	<ul style="list-style-type: none"> <li>Students will have a sound knowledge of consent and they will know how to seek support and how to support others in gaining support.</li> <li>Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship and will be able to recognise the signs of unhealthy relationships, coercive control and know where to seek support.</li> <li>Students will understand the challenges that different relationships face.</li> </ul>	<ul style="list-style-type: none"> <li>Students will have a sound knowledge of sexual and reproductive health and they will know how to seek support and how to support others in gaining support.</li> <li>Students will know the options available for contraception and unplanned pregnancy.</li> <li>Students will understand how adverse childhood experiences can have an influence on people's lives and futures and where to seek support.</li> </ul>	<ul style="list-style-type: none"> <li>Students will know how to use the NHS</li> <li>Students will be prepared for life after school and will have a clear understanding of how to open a bank account, pay bills and know how to access different services.</li> </ul>	<ul style="list-style-type: none"> <li>Students will know how to seek support for addiction</li> <li>Students will understand the importance of a healthy lifestyle, diet, exercise, and sleep and will understand how a person's mental health can have an impact on their day to day lives and where to seek support.</li> <li>Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day.</li> </ul>	<ul style="list-style-type: none"> <li>Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day.</li> </ul>	

### Identity Curriculum: Long Term Plan

<b>Core substantive knowledge</b>	<ul style="list-style-type: none"> <li>• Consent can be both given and withdrawn</li> <li>• Drunk people can't consent</li> <li>• Features of a respectful relationship</li> <li>• Features of healthy and unhealthy relationships</li> <li>• What coercive control is and seeking support</li> <li>• The impact of pornography on body image and sexual relationships</li> <li>• Diversity in relationships</li> </ul>	<ul style="list-style-type: none"> <li>• What being ready for sex involves</li> <li>• What sexting is</li> <li>• Giving informed consent</li> <li>• The different types of contraception available</li> <li>• The options available for an unplanned pregnancy</li> <li>• What an abortion is</li> </ul>	<ul style="list-style-type: none"> <li>• The different types of medical attention or services available depending on symptoms</li> <li>• What living independently involves</li> <li>• What opening bank accounts involves</li> <li>• What buying and renting homes involves</li> </ul>	<ul style="list-style-type: none"> <li>• What addiction is</li> <li>• What domestic violence is</li> <li>• Planning a healthy diet</li> <li>• Knowing how to exercise</li> <li>• Why sleep is important</li> <li>• Ways of coping with change and stress</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Online safety strategies</li> </ul>	
<b>Core disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>• How to know if someone has given consent</li> <li>• How to be respectful and know if someone is being respectful in a relationship</li> <li>• The impact of pornography on body image and sexual relationships</li> <li>• How relationships differ</li> </ul>	<ul style="list-style-type: none"> <li>• How to know the signs of being ready or not ready for sex</li> <li>• The impact of sexting and how to cope if a sext is shared</li> <li>• How the different types of contraception work</li> <li>• How the different types of contraception are suited to different people and different types of relationship</li> <li>• How to deal with an unplanned pregnancy</li> <li>• The impact of dealing with an unplanned pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>• How to live independently</li> <li>• How to open bank accounts and set up accounts for different services</li> <li>• How to rent or buy a home</li> <li>• How to access support</li> </ul>	<ul style="list-style-type: none"> <li>• How to use the NHS appropriately</li> <li>• How to seek support for addiction</li> <li>• How to seek support for DV</li> <li>• How to eat healthily</li> <li>• How to exercise responsibly</li> <li>• How to cope with change and stress</li> </ul>	<ul style="list-style-type: none"> <li>• How to stay safe online</li> <li>• How to seek support</li> </ul>	