

OCL Personal Development 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
Unit title	Citizenship 1	Citizenship 2	Love & Relationships 1	Love & Relationships 2	Self-care 1	Self-care 2
Relevant core concepts	<ul style="list-style-type: none"> Inequalities in Society Community 	<ul style="list-style-type: none"> Inequalities in Society Community 	<ul style="list-style-type: none"> Consent Challenges within relationships Healthy and unhealthy relationships 	<ul style="list-style-type: none"> Consent Challenges within relationships Healthy and unhealthy relationships 	<ul style="list-style-type: none"> Healthy lifestyle Seeking support 	<ul style="list-style-type: none"> Healthy lifestyle Seeking support
Relevant end points	<ul style="list-style-type: none"> Students will have a clear understanding of what it means to be part of a community. Students will understand about voting and elections and will have developed a sound understanding of how this works. (Student Leadership link here) Students will understand about inequalities in society. 	<ul style="list-style-type: none"> Students will have a clear understanding of what it means to be part of a community. Students will understand about inequalities in society. Students will know about the laws in Britain and the potential sanctions for disobeying these laws. 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. 	<ul style="list-style-type: none"> Students will have a sound knowledge of consent as well as sexual and reproductive health and they will know how to seek support and how to support others in gaining support. 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. Students will understand the challenges that different relationships face 	<ul style="list-style-type: none"> Students will have a sound knowledge of consent as well as sexual and reproductive health and they will know how to seek support and how to support others in gaining support. 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. 	<ul style="list-style-type: none"> 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. Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. Students will know how to use the NHS and how to keep themselves safe 	<ul style="list-style-type: none"> 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. 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. Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. Students will know how to use the NHS and seek support for addiction.

<p>Core substantive knowledge</p>	<ul style="list-style-type: none"> • 9 habits • Human rights laws • Laws relating to prejudice and discrimination. • Responsibilities of citizens 	<ul style="list-style-type: none"> • What it means to be an active citizen, i.e. involved in the community, involved in making a change or making a difference. • What it means to be part of a community. 	<ul style="list-style-type: none"> • 9 habits • Positive qualities within a friendship. • Consent is giving permission. • Consent can be given and withdrawn. • Bullying is the repeated use of threats or violence to harm or intimidate others. • Peer pressure is when a friend or peer makes another person feel pressured into doing something that they don't necessarily want to do. 	<ul style="list-style-type: none"> • 9 habits • Positive qualities within a friendship. • Consent is giving permission. • Consent can be given and withdrawn. • Bullying is the repeated use of threats or violence to harm or intimidate others. • Peer pressure is when a friend or peer makes another person feel pressured into doing something that they don't necessarily want to do. 	<ul style="list-style-type: none"> • 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. • Students will know how to use the NHS. 	<ul style="list-style-type: none"> • Students will understand how a person's mental health can have an impact on their day to day lives and where to seek support. • Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day.
<p>Core disciplinary knowledge</p>	<ul style="list-style-type: none"> • How the 9 habits impact our lives • The impact negative relationships can have on us. • How to give consent <ul style="list-style-type: none"> • How to empathise with others • How to say no • How to stay safe online • How prejudice and discrimination can impact people's lives • How to seek support for prejudice and discrimination • How to seek support for bullying and peer pressure • How to be responsible 	<ul style="list-style-type: none"> • How being an active citizen can impact others in a positive way • How to become involved in change 	<ul style="list-style-type: none"> • How the 9 habits impact our lives • The impact negative relationships can have on us. • How to give consent <ul style="list-style-type: none"> • How to seek support for mental health • How to empathise with others • How to say no • How to stay safe online 	<ul style="list-style-type: none"> • How the 9 habits impact our lives • The impact negative relationships can have on us. • How to give consent <ul style="list-style-type: none"> • How to seek support for mental health • How to empathise with others • How to say no • How to stay safe online 	<ul style="list-style-type: none"> • What is good hygiene. • How to maintain good oral health/ • How periods work. • How to use the emergency services: • What making a 999 call involves. 	<ul style="list-style-type: none"> • How to maintain good and how to cope with poor mental health. • Strategies to ensure happiness. • What FGM is. • Knowing where to seek support for victims or potential victims of FGM.

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 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
Unit title	Citizenship 3	Citizenship 4	Love & Relationships 3	CEIAG 1	Self – care 3	Self – care 4
Relevant core concepts	<ul style="list-style-type: none"> Inequalities in Society. 	<ul style="list-style-type: none"> Laws and sanctions in Britain 	<ul style="list-style-type: none"> Consent Healthy and unhealthy relationships 	<ul style="list-style-type: none"> Revision strategies Post 16 	<ul style="list-style-type: none"> Positive mental health 	<ul style="list-style-type: none"> The impact substances have on someone’s mental health Seeking support for addiction
Relevant end points	<ul style="list-style-type: none"> Students will have a clear understanding of what it means to be part of a community. Students will understand about inequalities in society. Students will know about the laws in Britain and the potential sanctions for disobeying these laws. 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. 	<ul style="list-style-type: none"> Students will have a clear understanding of what it means to be part of a community. Students will understand about inequalities in society. Students will know about the laws in Britain and the potential sanctions for disobeying these laws. 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. 	<ul style="list-style-type: none"> Students will have a sound knowledge of consent 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. Students will understand the challenges that different relationships face Students will understand how adverse childhood experiences can have an influence on people’s lives and futures and where to seek support. 	<ul style="list-style-type: none"> Students will know the options that they have post 16 Students will know the different qualifications that they have available to them Students will have developed revision strategies that suit their learning style and will be prepared for their post 16 education. 	<ul style="list-style-type: none"> 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. Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. Students will know how to use the NHS and seek support for addiction. 	<ul style="list-style-type: none"> 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. Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. Students will know how to use the NHS and seek support for addiction.
Core substantive knowledge	<ul style="list-style-type: none"> Disagreeing with others’ opinions The laws that exist for discriminating against someone because of their age, race, gender or sexual orientation. The wealth divide causes inequality. Race, gender, age and sexual orientation can cause inequalities. 	<ul style="list-style-type: none"> What Cyber bullying is and how someone can be targeted online . The punishment for xxx is yyyy. Respect How to managing conflict. What extremism is. What radicalisation is. What peer pressure is. How the Criminal Justice system works. 	<ul style="list-style-type: none"> Understanding emotions within a relationship What catfishing is. Understanding emotions within a relationship Qualities of a healthy relationship Features of an unhealthy relationship 	<ul style="list-style-type: none"> Independent revision strategies Tackling stereotypes 	<ul style="list-style-type: none"> Understand the issues of drugs, alcohol, and caffeine (energy drinks). Understand the effects of these on mental health. 	<ul style="list-style-type: none"> How to exercise responsibly. What a healthy diet involves. What a positive body image is. The purpose of vaccinations and blood and organ donation How to self -screen for lumps and bumps

		<ul style="list-style-type: none"> Youth violence can involve weapons or physical assault The signs that someone might be involved with a gang 				
Core disciplinary knowledge	<ul style="list-style-type: none"> How to deal with this appropriately How these laws can protect people How to seek support for inequalities If you disagree with someone then debate/discuss in an appropriate way 	<ul style="list-style-type: none"> How violence can affect people How to seek support in an emergency situation The impact of Youth Violence on a Community How cyber bullying can affect people and how to stay safe. The impact of prison. How the criminal justice system works How to stay safe and seek support for extremism and radicalism? 	<ul style="list-style-type: none"> How to manage the digital legacy of a breakup. How to give consent. How to know that someone has given consent. Understanding how emotions within a relationship can affect us and others The effect social media and catfishing can have on us or others How to know if your relationships are healthy or unhealthy <p>How to get support for unhealthy relationships</p>	<ul style="list-style-type: none"> Why it is important to have goals. Impact of hobbies on our soft skills How to be an effective learner/employee. Understanding how and why it is important to tackle stereotypes. 	<ul style="list-style-type: none"> Why people use alcohol, drugs, and energy drinks. Why it is important to seek support if someone is using these too much. 	<ul style="list-style-type: none"> Impact of exercise. Impact of healthy eating. How to maintain a positive body image. Knowing where and how to seek support or signpost others to support.

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
Unit title	Citizenship 5	Self – care 5	CEIAG 2	Love & Relationships 4	Love & Relationships 5	Self – care 6
Relevant core concepts	<ul style="list-style-type: none"> Voting and elections The government and the monarchy 	<ul style="list-style-type: none"> Budgeting Debt and borrowing 	<ul style="list-style-type: none"> Options post 16 	<ul style="list-style-type: none"> Consent Healthy and unhealthy relationships Contraception 	<ul style="list-style-type: none"> Consent Healthy and unhealthy relationships 	<ul style="list-style-type: none"> Healthy lifestyle Dealing with stressful situations
Relevant end points	<ul style="list-style-type: none"> Students will have a clear understanding of what it means to be part of a community. Students will understand about voting and elections and will have developed a sound understanding of how this works. Students will know about taxes and how these are spent. Students will know about different types of government and the monarchy. 	<ul style="list-style-type: none"> 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. 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. Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. Students will know how to use the NHS and seek support for addiction. 	<ul style="list-style-type: none"> 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. 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 life like at university? Students will be prepared for their post 16 education. 	<ul style="list-style-type: none"> Students will have a sound knowledge of consent as well as sexual and reproductive health and they will know how to seek support and how to support others in gaining support. 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. Students will understand the challenges that different relationships face 	<ul style="list-style-type: none"> Students will have a sound knowledge of consent as well as sexual and reproductive health and they will know how to seek support and how to support others in gaining support. 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. Students will understand the challenges that different relationships face and know the options available for contraception and unplanned pregnancy. 	<ul style="list-style-type: none"> 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. 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. Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. Students will know how to use the NHS and seek support for addiction.

					<ul style="list-style-type: none"> Students will understand how adverse childhood experiences can have an influence on people's lives and futures and where to seek support. 	
Core substantive knowledge	<ul style="list-style-type: none"> How to vote and why this is important How the government differs from the monarchy 	<ul style="list-style-type: none"> How to avoid debt. How to budget effectively. How to manage borrowing and debt. Why payday loans should be avoided. 	<ul style="list-style-type: none"> How the different post 16 pathways work. How university is different to an apprenticeship 	<ul style="list-style-type: none"> How to give consent How to understand it consent has been given Understanding how to seek support for an unhealthy relationship 	<ul style="list-style-type: none"> Consent is giving permission Consent can be given and withdrawn Qualities of a healthy relationship Features of an unhealthy relationship What coercive control is 	<ul style="list-style-type: none"> How to exercise responsibly. What a healthy diet involves. What a positive body image is. The dangers of smoking and vaping. What STIs are. The purpose of vaccinations and blood and organ donation How to self -screen for lumps and bumps
Core disciplinary knowledge	<ul style="list-style-type: none"> How voting can impact us and those around us How different political regimes around the world can affect the people living there 	<ul style="list-style-type: none"> The impact debt can have on people and their mental health. How to seek support for money worries. 	<ul style="list-style-type: none"> How to plan your life post 16 and how these life choices and plans will impact your life 	<ul style="list-style-type: none"> Understand how consent works. How to know if relationships are healthy or unhealthy The impact of sexts being shared 	<ul style="list-style-type: none"> Understand how consent works How to know if your relationships are healthy or unhealthy How to get support for unhealthy relationships and coercive control 	<ul style="list-style-type: none"> Impact of exercise. Impact of healthy eating. Impact of smoking and vaping. How to maintain a positive body image. Effects of STIs. Knowing where and how to seek support or signpost others to support. How organ donations impact those who need them and their families. The purpose of vaccinations and blood and organ donation How to self -screen for lumps and bumps

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
Unit title	CEIAG 3	CEIAG 4	Love & Relationships 6	Citizenship 6	Self – care 7	Self – care 8
Relevant core concepts	<ul style="list-style-type: none"> CV writing Revision strategies Applying for jobs and interviews Qualifications Post 16 pathways 	<ul style="list-style-type: none"> CV writing Revision strategies Applying for jobs and interviews Qualifications Post 16 pathways 	<ul style="list-style-type: none"> Consent Healthy and unhealthy relationships Coercive control Contraception and unplanned pregnancy 	<ul style="list-style-type: none"> Youth Violence Laws and sanctions in Britain Inequalities in Society. 	<ul style="list-style-type: none"> Mental health Seeking support 	<ul style="list-style-type: none"> Healthy lifestyle Mental health Dealing with stressful situations
Relevant end points	<ul style="list-style-type: none"> 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. 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 life like at university? Students will have developed revision strategies that suit their learning style and will be prepared for their post 16 education. 	<ul style="list-style-type: none"> 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. 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 life like at university? Students will have developed revision strategies that suit their learning style and will be prepared for their post 16 education. 	<ul style="list-style-type: none"> Students will have a sound knowledge of consent as well as sexual and reproductive health and they will know how to seek support and how to support others in gaining support. 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. Students will understand the challenges that different relationships face and know the options available for contraception and unplanned pregnancy. Students will understand how adverse childhood experiences can have an influence on people’s lives and futures and where to seek support. 	<ul style="list-style-type: none"> Students will have a clear understanding of what it means to be part of a community. Students will understand about inequalities in society. Students will know about the laws in Britain and the potential sanctions for disobeying these laws. 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. 	<ul style="list-style-type: none"> 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. Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. Students will know how to use the NHS and seek support for addiction. 	<ul style="list-style-type: none"> 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. Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. Students will know how to use the NHS and seek support for addiction.
Core substantive knowledge	<ul style="list-style-type: none"> What the qualifications post 16 are What the pathways are post 16 	<ul style="list-style-type: none"> What the post 16 options are What a quality job application and CV looks like Skills required to conduct yourself effectively at interview 	<ul style="list-style-type: none"> Consent can be both given and withdrawn Drunk people can’t consent Features of a respectful relationship 	<ul style="list-style-type: none"> Youth violence can involve weapons or physical assault The signs that someone might be involved with a gang What peer pressure is. 	<ul style="list-style-type: none"> How mental health can affect someone How the strategies available to support mental health can benefit people 	<ul style="list-style-type: none"> Symptoms of ill health Symptoms of stress, anxiety and depression Methods and strategies for self-care including diet and exercise Understand self-care

		<ul style="list-style-type: none"> Know the specific revision strategies suited to their learning styles 	<ul style="list-style-type: none"> Features of healthy and unhealthy relationships What coercive control is and seeking support The impact of pornography on body image and sexual relationships Diversity in relationships 	<ul style="list-style-type: none"> How the Criminal Justice system works. 	<ul style="list-style-type: none"> Why it is important to seek support when needed 	<ul style="list-style-type: none"> Describe triggers
<p>Core disciplinary knowledge</p>	<ul style="list-style-type: none"> How to plan your life post 16 and how these life choices and plans will impact your life 	<ul style="list-style-type: none"> How to apply for a job How to write a quality CV How to conduct yourself at interview How to revise 	<ul style="list-style-type: none"> How to know if someone has given consent How to be respectful and know if someone is being respectful in a relationship The impact of pornography on body image and sexual relationships How relationships differ 	<ul style="list-style-type: none"> How violence can affect people How to seek support in an emergency situation The impact of Youth Violence on a Community How cyber bullying can affect people and how to stay safe. The impact of prison. How the criminal justice system works How to stay safe and seek support for extremism and radicalism? 	<ul style="list-style-type: none"> How to seek support The impact of support 	<ul style="list-style-type: none"> Understand why there is a stigma attached to mental illness How to behave around others How to maintain a sense of happiness

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
Unit title	CEIAG 5	Self – care 9	Self – care 10	Love & Relationships 7		
Relevant core concepts	<ul style="list-style-type: none"> CV writing Revision strategies Applying for jobs and interviews 	<ul style="list-style-type: none"> Healthy lifestyle Mental health Preparing for life after school 	<ul style="list-style-type: none"> Healthy lifestyle Mental health Preparing for life after school 	<ul style="list-style-type: none"> Sexual and reproductive health Contraception and unplanned pregnancy 		
Relevant end points	<ul style="list-style-type: none"> 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. 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 life like at university? Students will have developed revision strategies that suit their learning style and will be prepared for their post 16 education. 	<ul style="list-style-type: none"> 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. 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. Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. Students will know how to use the NHS and seek support for addiction. 	<ul style="list-style-type: none"> 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. Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. Students will know how to use the NHS and seek support for addiction. 	<ul style="list-style-type: none"> Students will have a sound knowledge of consent as well as sexual and reproductive health and they will know how to seek support and how to support others in gaining support. 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. Students will understand the challenges that different relationships face and know the options available for contraception and unplanned pregnancy. 		

<p>Core substantive knowledge</p>	<ul style="list-style-type: none"> • Independent revision strategies • Tackling stereotypes 	<ul style="list-style-type: none"> • The different types of medical attention or services available depending on symptoms • What living independently involves • What opening bank accounts involves • What buying and renting homes involves 	<ul style="list-style-type: none"> • What addiction is • What domestic violence is • Planning a healthy diet • Knowing how to exercise • Why sleep is important • Ways of coping with change and stress • The different types of medical attention or services available depending on symptoms • How the strategies available to support mental health can benefit people 	<ul style="list-style-type: none"> • What being ready for sex involves • What sexting is • Giving informed consent • The different types of contraception available • The options available for an unplanned pregnancy • What an abortion is
<p>Core disciplinary knowledge</p>	<ul style="list-style-type: none"> • Why it is important to have goals. • Impact of hobbies on our soft skills • How to be an effective learner/employee. • Understanding how and why it is important to tackle stereotypes. 	<ul style="list-style-type: none"> • How to live independently • How to open bank accounts and set up accounts for different services • How to rent or buy a home • How to access support 	<ul style="list-style-type: none"> • How to use the NHS appropriately • How to seek support for addiction • How to seek support for DV • How to eat healthily • How to exercise responsibly • How to cope with change and stress • How to seek support • The impact of support 	<ul style="list-style-type: none"> • How to know the signs of being ready or not ready for sex • The impact of sexting and how to cope if a sext is shared • How the different types of contraception work • How the different types of contraception are suited to different people and different types of relationship • How to deal with an unplanned pregnancy • The impact of dealing with an unplanned pregnancy