

|         | Michaelmas 1 (6 lessons)   | Michaelmas 2 (6 lessons)   | Drop-down  | Lent 1 (5 lessons)  | Lent 2 (5 lessons)   | Drop-down  | Trinity 1 (6 lessons)  | Trinity 2 (4 lessons)  | Drop-down   |
|---------|--|--|--|---|--|--|--|--|---|
| Year 7  | <b>Transition and safety</b><br>Transition to secondary school, friendship and emotional regulation.   | <b>Developing skills and aspirations</b><br>Careers, teamwork and enterprise skills, and raising aspirations   | <b>Multicultural Tranby: a celebration of the many nationalities, ethnicities and religions that make up the rich tapestry of the Tranby family.</b> | <b>Building relationships</b><br>Self-worth, romance and friendships (including online) and relationship boundaries               | <b>Health and puberty</b><br>Healthy routines, influences on health, puberty, unwanted contact, and FGM  | <b>Avoiding exam stress: how to prepare for exams, relaxation techniques, mindfulness, revision tips &amp; strategies, about the nature, causes and effects of stress, strategies to combat stress including maintaining healthy sleep habits.</b> | <b>Financial decision making</b><br>Evaluation of social and moral dilemmas regarding the use of money, the influence of advertising, financial scams                            | <b>Diversity</b><br>Diversity, prejudice, and bullying   | <b>Summer safety (age appropriate): personal safety in and outside school, including first aid, CPR, sun, water, public transport, self-checking, independent travel, avoiding scams, awareness around drugs, alcohol, spiking.</b> |
| Year 8  | <b>Community and careers</b><br>Equality of opportunity in careers and life choices, and different types and patterns of work  | <b>Discrimination</b><br>Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia |  | <b>Drugs and alcohol</b><br>Alcohol and drug misuse and pressures relating to drug use  | <b>Digital literacy</b><br>Online safety, digital literacy, media reliability, and gambling hooks  |  | <b>Identity and relationships</b><br>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception   | <b>Emotional wellbeing</b><br>Mental health and emotional wellbeing, including body image and coping strategies                          |   |
| Year 9  | <b>Respectful relationships</b><br>Families and parenting, healthy relationships, conflict resolution, and relationship changes  | <b>Peer influence, substance use and gangs</b><br>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation                                    |  | <b>Setting goals</b><br>Learning strengths, career options and goal setting as part of the GCSE options process                   | <b>Intimate relationships</b><br>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography |  | <b>Healthy lifestyle</b><br>Diet, exercise, lifestyle balance and healthy choices, and first aid   | <b>Employability skills</b><br>Employability and online presence   |   |
| Year 10 | <b>Mental health</b><br>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change  | <b>Healthy relationships</b><br>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography                          |  | <b>Work experience</b><br>Preparation for and evaluation of work experience and readiness for work                                | <b>Exploring influence</b><br>The influence and impact of drugs, gangs, role models and the media  |  | <b>Addressing extremism and radicalisation</b><br>Communities, belonging and challenging extremism   | <b>Financial decision making</b><br>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices |   |
| Year 11 | <b>Communication in relationships</b><br>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse      | <b>Next steps</b><br>Application processes, and skills for further education, employment and career progression  |  | <b>Building for the future</b><br>Self-efficacy, stress management, and future opportunities                                      | <b>Families</b><br>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships            |  | <b>Independent living</b><br>Responsible health choices, and safety in independent contexts  |  |   |
| Year 12 | <b>Mental health and emotional wellbeing</b><br>Mental health and emotional wellbeing, managing stress, body image & healthy coping strategies                                       | <b>Diversity and inclusion</b><br>Living in a diverse society, challenging prejudice and discrimination  |  | <b>Readiness for work</b><br>Career opportunities, preparing for the world of work  | <b>Health choices and safety</b><br>Independence and keeping safe, first aid, the impact of substance abuse  |  | <b>Respectful relationships</b><br>Consent, assertive communication, positive relationships and recognising abuse, strategies for managing dangerous situations or relationships | <b>Planning for the future</b><br>Exploring future opportunities, post-18 options, application processes                                 |   |
| Year 13 | <b>Building and maintaining relationships</b><br>New friendships and relationships, including in the workplace; personal safety, intimacy, conflict resolution, relationship changes | <b>Financial choices</b><br>Managing money, financial contracts, budgeting, saving, debt, influences on financial choices, the impact of financial decisions                   |  | <b>Independence</b><br>Responsible health choices, managing change, health and wellbeing, including sexual health, into adulthood | <b>Intimate relationships</b><br>Personal values, including in relation to contraception and sexual health, fertility and pregnancy                |  | <b>Next steps</b><br>future opportunities and career development, maintaining a positive professional identity   |  |   |