



At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.

Autumn 1	Autumn 2 and Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question
How am I influenced in the society that I live in?	How to maintain a healthy relationship?	What is ideology-extremism, radicalisation and misogyny?	How good is my mental health?	How can I be independent?
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
The influence and impact of drugs, gangs, role models and the media	Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Addressing extremism and radicalisation Community cohesion and challenging extremism	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Responsible health choices, and safety in independent contexts
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
<ul style="list-style-type: none"> The consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities Develop our understanding of wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle To identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation To identify risks and manage personal safety in new social settings, workplaces, and environments, including online Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs) To recognise the impact of drugs and alcohol on choices and sexual behaviours 	<ul style="list-style-type: none"> About relationship values and the role of pleasure in relationships About myths, assumptions, misconceptions and social norms about sex, gender and relationships About the opportunities and risks of forming and conducting relationships online How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support How to recognise and challenge victim blaming About asexuality, abstinence and celibacy About relationship values and the role of pleasure in relationships About myths, assumptions, misconceptions and social norms about sex, gender and relationships 	<ul style="list-style-type: none"> To develop our understanding about communities, inclusion, respect and belonging About the equality act, diversity and values How social media may distort, mis-represent or target information in order to influence beliefs and opinions How to manage conflicting views and misleading information How to safely challenge discrimination, including online How to recognise and respond to extremism and radicalisation To develop our understanding how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers. 	<ul style="list-style-type: none"> How to manage challenges during adolescence How to reframe negative thinking Strategies to promote mental health and emotional wellbeing About the signs of emotional or mental ill-health How to access support and treatment About the portrayal of mental health in the media How to challenge stigma, stereotypes and misinformation 	<ul style="list-style-type: none"> How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) Emergency first aid skills How to assess emergency and non-emergency situations and contact appropriate services About the links between lifestyle and some cancers About the importance of screening and how to perform self examination About vaccinations and immunisations About registering with and accessing doctors, sexual health clinics, opticians and other health services How to manage influences and risks relating to cosmetic and aesthetic body alterations To develop our knowledge around blood, organ and

	<ul style="list-style-type: none"> • About the opportunities and risks of forming and conducting relationships online • How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • How to recognise and challenge victim blaming • About asexuality, abstinence and celibacy 			stem cell donation
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
RAG Self Assessment Worksheet (Start and End of term) Mini Assessment to test knowledge learnt at the end of term	RAG Self Assessment Worksheet (Start and End of term) Mini Assessment to test knowledge learnt at the end of term	RAG Self Assessment Worksheet (Start and End of term) Mini Assessment to test knowledge learnt at the end of term	RAG Self Assessment Worksheet (Start and End of term) Mini Assessment to test knowledge learnt at the end of term	RAG Self Assessment Worksheet (Start and End of term) Mini Assessment to test knowledge learnt at the end of term



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Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Left School/ Exams
How to communicate in relationships?	What are my next steps for my future?	What is RSE?	What are the different types of Families?	How can I build for the future?	
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	
Communication in relationships. Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Next steps. Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Building for the future Self-efficacy, stress management, and future opportunities	
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	
<ul style="list-style-type: none"> About core values and emotions About gender identity, gender expression and sexual orientation How to communicate assertively How to communicate wants and needs How to handle unwanted attention, including online How to challenge harassment and stalking, including online About various forms of relationship abuse About unhealthy, exploitative and abusive relationships How to access support in abusive relationships and how to overcome challenges in seeking support 	<ul style="list-style-type: none"> How to use feedback constructively when planning for the future How to set and achieve smart targets Effective revision techniques and strategies About options post-16 and career pathways About application processes, including writing cvs, personal statements and interview technique How to maximise employability, including managing online presence and taking opportunities to broaden experience 	<ul style="list-style-type: none"> About core values and emotions About gender identity, gender expression and sexual orientation How to communicate assertively How to communicate wants and needs How to handle unwanted attention, including online How to challenge harassment and stalking, including online About various forms of relationship abuse About unhealthy, exploitative and abusive relationships How to access support in abusive relationships and how to overcome challenges in seeking support 	<ul style="list-style-type: none"> About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering About positive relationships in the home and ways to reduce homelessness amongst young people About conflict and its causes in different contexts, e.g. with family and friends Conflict resolution strategies How to manage relationship and family changes, including relationship breakdown, separation and divorce how to access support services 	<ul style="list-style-type: none"> How to balance ambition and unrealistic expectations How to develop self-efficacy, including motivation, perseverance and resilience How to maintain a healthy self-concept About the nature, causes and effects of stress Stress management strategies, including maintaining healthy Sleep habits About positive and safe ways to create content online and the opportunities this offers How to balance time online 	
					Left School/ Exams
					Left School/ Exams

			<ul style="list-style-type: none"> To understand the relationship of young carers and their families. 		Left School/ Exams
Key Assessment Task (KAT)	Key Assessment Task (KAT)				
RAG Self Assessment Worksheet (Start and End of term)	RAG Self Assessment Worksheet (Start and End of term)	RAG Self Assessment Worksheet (Start and End of term)	RAG Self Assessment Worksheet (Start and End of term)	RAG Self Assessment Worksheet (Start and End of term)	