NORTHERN LEADERS TRUST LEARNING JOURNEY -PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**Health and Wellbeing** Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use**.** **Relationships** Learn about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation **Living in the Wider World** To set realistic yet ambitious targets and goals	**Health and Wellbeing** Evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use. **Relationships** to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied **Living in the Wider World** study, organisational, research and presentation skills	**Health and Wellbeing** the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities **Relationships** The impact of stereotyping, prejudice and discrimination on individuals and relationships **Living in the Wider World** to manage emotions in relation to money	**Health and Wellbeing** the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities. **Relationships** How to manage any request or pressure to share an image of themselves or others, and how to get help **Living in the Wider World.** Financial capability- to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	**Health and Wellbeing** how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators **Relationships** Learn about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them **Living in the Wider World** to assess and manage risk in relation to financial decisions that young people might make	**Health and Wellbeing** the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns **Relationships** that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances **Living in the Wider World** To review their strengths, interests, skills, qualities and values and how to develop them

NORTHERN LEADERS TRUST LEARNING JOURNEY -PSHE

Year 8						
	Health and Wellbeing about the concepts of dependence and addiction including awareness of help to overcome addictions **Relationships** the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support **Living in the Wider World** the benefits of setting ambitious goals and being open to opportunities in all aspects of life	**Health and Wellbeing** the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods **Relationships** Anti-bullying to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied **Living in the Wider World** the importance and benefits of being a lifelong learner	**Health and Wellbeing** what might influence decisions about eating a balanced diet and strategies to manage eating choices **Relationships** about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice **Living in the Wider World** how to effectively budget, including the benefits of saving	**Health and Wellbeing** a range of healthy coping strategies and ways to promote wellbeing **Relationships** the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others **Living in the Wider World** that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on	**Health and Wellbeing** strategies to understand and build resilience, as well as how to respond to disappointments and setbacks **Relationships** the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support **Living in the Wider World** . to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	**Health and Wellbeing** the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society. **Relationships** strategies to identify and reduce risk from people online that they do not already know; when and how to access help **Living in the Wider World** to recognise financial exploitation in different contexts e.g. drug and money mules, online scams

NORTHERN LEADERS TRUST LEARNING JOURNEY -PSHE

				people's attitudes and behaviours		
Year 9	**Health and Wellbeing** 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 **Relationships** to safely and responsibly manage changes in personal relationships including the ending of relationships **Living in the Wider World** strategies to critically assess bias, reliability and accuracy in digital content	**Health and Wellbeing** to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation **Relationships** to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values **Living in the Wider World** to recognise and manage the range of influences on their financial decisions	**Health and Wellbeing** to make informed lifestyle choices regarding sleep, diet and exercise **Relationships** to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help **Living in the Wider World** to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights	**Health and Wellbeing** how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this **Relationships** factors which contribute to young people becoming involved in serious organised crime, including cybercrime **Living in the Wider World** how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks	**Health and Wellbeing** 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) **Relationships** the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships **Living in the Wider World**	**Health and Wellbeing** wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle **Relationships** the consequences of unintended pregnancy, sources of support and the options available **Living in the Wider World** the skills to challenge or seek support for financial exploitation in different contexts including online

NORTHERN LEADERS TRUST LEARNING JOURNEY -PSHE

					about the range of opportunities available to them for career progression, including in education, training and employment	
Year 10	**Health and Wellbeing** wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle

Relationships the role of pleasure in intimate relationships, including orgasms

Living in the Wider World the benefits and challenges of cultivating career opportunities online | **Health and Wellbeing** how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help

Relationships skills to support younger peers when in positions of influence

Living in the Wider World | **Health and Wellbeing** about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

Relationships . strategies to manage the strong emotions associated with the different stages of relationships

Living in the Wider World how their strengths, interests, skills and | **Health and Wellbeing** the ways in which industries and advertising can influence health and harmful behaviours

Relationships to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary

Living in the Wider World strategies to manage their online presence and its impact on career opportunities | **Health and Wellbeing** a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns

Relationships The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support

Living in the Wider World | **Health and Wellbeing** how to respond if someone has, or may have, an STI (including ways to access sexual health services

Relationships to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

Living in the Wider World to evaluate the financial advantages, disadvantages and risks of different |

NORTHERN LEADERS TRUST LEARNING JOURNEY -PSHE

		to research, secure and take full advantage of any opportunities for work experience that are available	qualities are changing and how these relate to future career choices and employability		to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities	models of contractual terms, including self-employment full-time, part-time and zero-hours contracts
Year 11	**Health and Wellbeing** the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health **Relationships** about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them **Living in the Wider World**	**Health and Wellbeing** 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) **Relationships** to recognise the impact of drugs and alcohol on choices and sexual Behaviour **Living in the Wider World**	**Health and Wellbeing** how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination **Relationships** about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online **Living in the Wider World** about the information, advice and guidance	**Health and Wellbeing** to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds **Relationships** to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours **Living in the Wider World** about the need to challenge stereotypes	**Health and Wellbeing** to make informed lifestyle choices regarding sleep, diet and exercise **Relationships** factors which contribute to young people becoming involved in serious organised crime, including cybercrime **Living in the Wider World** about the labour market, local, national and international employment Opportunities	**Health and Wellbeing** to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health **Relationships** strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed **Living in the Wider World** about employment sectors and types, and

NORTHERN LEADERS TRUST LEARNING JOURNEY -PSHE

	to evaluate and further develop their study and employability skills	. about the range of opportunities available to them for career progression, including in education, training and employment	available to them on next steps and careers; how to access appropriate support and opportunities	about particular career pathways, maintain high aspirations for their future and embrace new opportunities		changing patterns of employment
Year 12	**Health and Wellbeing** to manage alcohol and drug use in relation to immediate and long-term health **Relationships** to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion **Living in the Wider World** to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills	**Health and Wellbeing** . to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it **Relationships** to manage the ending of relationships safely and respectfully, including online **Living in the Wider World** to be enterprising in life and work	**Health and Wellbeing** to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety **Relationships** . to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships **Living in the Wider World** to manage financial contracts including,	**Health and Wellbeing** to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely **Relationships** to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships **Living in the Wider World** how to produce a concise and compelling curriculum vitae and prepare effectively for interviews	**Health and Wellbeing** to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements **Relationships** to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon **Living in the Wider World** when and how to report or access help for themselves or	**Health and Wellbeing** to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc. **Relationships** to recognise and manage negative influence, manipulation and

			mobile phone services and renting items and accommodation; how to identify appropriate advice		others in relation to extremism and radicalisation	persuasion in a variety of contexts, including online **Living in the Wider World** . understand and manage debt, differentiating between 'good' and 'bad' debt; assess sources of and risks associated with loans; calculate repayments; understand the concepts of 'affordability' (its impact on broader lifestyle and relationships) and 'being able to pay' (having the money).
Year 13	**Health and Wellbeing** to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking **Relationships**	**Health and Wellbeing** to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing	**Health and Wellbeing** how to maintain a healthy diet, especially on a budget **Relationships** how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or	**Health and Wellbeing** the impact of alcohol and drug use on road safety, work-place safety, reputation and career **Relationships** to understand the emotional, physical,	**Health and Wellbeing** to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu' **Relationships** to recognise the opportunities to build	**Health and Wellbeing** the risks of being a passenger with an intoxicated driver and ways to manage this **Relationships** . to recognise forced marriage and 'honour' based violence; to get

to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships **Living in the Wider World** to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities	**Relationships** strategies to recognise, de-escalate and exit aggressive social situations **Living in the Wider World** how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university	rape, and the process for reporting to appropriate authorities **Living in the Wider World** how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities	social and legal consequences of failing to respect others' right not to give or to withdraw consent **Living in the Wider World** to exercise consumer rights, including resolving disputes and accessing appropriate support	meaningful relationships in the workplace and the boundaries around professional relationships **Living in the Wider World** to understand and manage salary deductions including taxation, national insurance and pensions	help for themselves or others they believe to be at immediate or future risk **Living in the Wider World** **to evaluate savings options**