

	Year 10		Year 11
	<b>Autumn half term-1</b>		<b>Autumn half term-1</b>
<b>Careers</b>	Students revisit Unifrog and update their interest quizzes and profiles, continuing to explore career avenues that are of interest to them. There is directed focus on navigating around Unifrog to ensure students are competent in exploring the database.	<b>Careers</b>	Students revisit Unifrog and update their interest quizzes and profiles, continuing to explore career avenues that are of interest to them. There is directed focus on navigating around Unifrog to ensure students are competent in exploring the database.
<b>CPR and safety</b>	Each year, students (dependant on their age) will have sessions from the Cumbria fire service that focus on, CPR, water safety, driving safety and general first aid.	<b>CPR and safety</b>	Each year, students (dependant on their age) will have sessions from the Cumbria fire service that focus on, CPR, water safety, driving safety and general first aid.
<b>Living responsibly</b>	<p>Living responsibly</p> <ul style="list-style-type: none"> <li>• <b>Managing time effectively.</b> Students will understand how to manage time effectively through exam season. Students will also explore why some people do not manage their time effectively and how we can avoid this. Students will also create their own sustainable effective time management plan.</li> <li>• <b>Living sustainably.</b> Students will identify the problems caused to our planet by our excessive carbon emissions and what we can do to reduce our carbon footprint. Students will also explore how we can help the planet on an individual level and what changes the government can make.</li> <li>• <b>Homelessness.</b> Students will explore what can cause a person to become homeless and how we can help people in this situation. Students will also consider the short- and long-term effects of being homeless and analyse why homelessness is on the rise.</li> <li>• <b>Hate crime.</b> Students will be able to identify what is a hate crime and what is not. Students will also consider why cases of hate crime are on the rise and the reasons behind this. Students will also understand the terms hate crime and inciting racial hatred.</li> <li>• <b>Tattoos and piercings.</b> Students will explore the potential short and long terms problems with getting tattoos and piercings at a young age. Students will also consider how small decisions made in youth ca effect their adult life.</li> <li>• <b>Binge drinking.</b> Students will consider the effects of binge drinking on the body and the short- and long-term consequences. Students will also explore how we could discourage young people from binge drinking and why people continue to binge drink despite knowing the risks.</li> </ul>	<b>Health and wellbeing</b>	<p>Health and wellbeing.</p> <ul style="list-style-type: none"> <li>• <b>Why is PD important?</b> Students will consider why PD is important as a subject and explore what they can learn in this subject that will help them in the wider world.</li> <li>• <b>Identity and diversity.</b> Students will consider the different aspects of their life that make up their own unique identity and why having our own identities is important. Students will also explore why it is important to celebrate diversity and the consequences of not celebrative diversity.</li> <li>• <b>How does privilege affect us?</b> Students will be able to correctly define the term privilege and how this affects the lives of everyone. Students will also explore the different levels of privilege and explain what they think needs to happen to redress the inequalities in society.</li> <li>• <b>Obesity and body positivity.</b> Students will consider the reasons why some people believe body positivity is always a good thing and why others think it may be problematic. Students will also explore how the body positivity debate relates to issues of physical and mental health.</li> <li>• <b>Fertility and reproductive health (over 2 lessons).</b> Students will explore factors that can lead to reduce fertility in both males and females and how we can look after our reproductive health. Students will also look at the science behind reproductive health.</li> <li>• <b>How to revise-</b> Students will revisit a range of different revision techniques in order to fully prepare for their examinations.</li> </ul>
<b>Tier 2/ Tier 3 vocabulary</b>	Procrastinating, active revision, passive revision, time management, carbon foot print, sustainability, sustainability, climate change,	<b>Key words</b>	Health, wellbeing, sex education, identity, privilege, body positivity, obesity, self- esteem, STI, Reproductive system, STI's, Menstruation, sperm, menopause.

	homelessness, rough sleeping, hate crime, inciting racial hatred, self-expression, sepsis, binge drinking, alcohol poisoning.		
<b>Cross curricular links</b>	Geography Science	<b>Cross curricular links</b>	Science Health and social care Religious education Food technology Physical education
<b>Career opportunities</b> <b>Employment Links</b>	Nature conservationist Substance abuse counsellor Police officer Environment activist	<b>Career opportunities and employment links</b>	Midwife Nurse Dietician Sports coach
	<b>Autumn- half term-2</b>		<b>Autumn- half term 2</b>
<b>Mental health and wellbeing</b>	Mental health and wellbeing <ul style="list-style-type: none"> <li>• <b>Managing tough times:</b> change, grief, and bereavement. Students will explore the different stages of grief and ways we can support people who are grieving and why particular activities may help.</li> <li>• <b>Suicide.</b> Students will be exploring the warning signs of suicide and how we can support those with depression. Students will also be able to explain why people commit suicide and why people find it difficult to communicate their thoughts and feelings with others.</li> <li>• <b>Managing social anxiety.</b> Students will consider what causes people to have social anxiety and explore the different treatments available for people with social anxiety. Students will also explore the physical symptoms of the condition.</li> <li>• <b>Social media and self-esteem.</b> Students will be able to understand the effects that social media can have on self-esteem. Students will also explore imposter syndrome and how people can get addicted to social media. Students will also consider why people feel they have to create online 'brands' of themselves.</li> <li>• <b>Screen time.</b> Students will be able to identify the consequences of too much screen time and the ways this can impact mental health and affect the brain. Students will also consider if screen time can be positive if used in moderation.</li> </ul>	<b>CV writing and Living in the wider world</b>	Living in the wider world <b>CV writing- Students will spend a period of time preparing their CV's. During this time students will also discuss:</b> <ul style="list-style-type: none"> <li>• <b>The right career for me.</b> Students will be able to understand how to choose a career path that is right for them and where to find information about careers. This will be done by using Unifrog.</li> <li>• <b>GCSE revision and study skills.</b> Students will focus on how to revise for different subjects and different methods of revision. Students will also explore why preparation is important and create a revision plan.</li> <li>• <b>Applying for college or university.</b> Students will explore what they need to be aware of before applying for future education and explain what factor they believe is most important. Students will also explore if going to university is worthwhile as an investment for their future.</li> <li>• <b>Preparing for interviews.</b> Students will explore good ways to prepare for interviews and what applicants could do to improve their chances of securing employment.</li> <li>• <b>Independent living.</b> Students will consider the advantages and disadvantages of independent living and what issues a young person may face. Students will also explore the best ways to prepare for adult life and explain how a person can be self-sufficient.</li> </ul>
<b>Tier 2/ tier 3 vocabulary</b>	Bereavement, grief, suicide, depression, social anxiety, online persona, brand, self-esteem, screen time, electronic screen syndrome, melatonin.	<b>Key Words</b>	Consolidation, application, UCAS, Personal statement, tuition fees, student loans, financially capable, law abiding, self-sufficient, job

			interview, health and safety at work Act, Risk assessment, Health and Safety policy, Trade unions.
<b>Cross curricular links</b>	Science	<b>Cross curricular links</b>	Business All GCSE subjects (revision) Interview preparation and applying for further education.
<b>Career opportunities</b> <b>Employment Links</b>	Councillors Mental health nurse Bereavement support	<b>Career opportunities</b> <b>Employment Links</b>	Entrepreneur Further education Health and safety officer
	<b>Spring 1</b>		<b>Spring half term 1</b>
<b>Living in the wider world</b>	<p>Living in the wider world</p> <ul style="list-style-type: none"> <li>• <b>Careers In STEM.</b> Students will be able to correctly identify the benefits of careers in STEM and explain why careers in STEM are great for women as well as men, Students will also consider why they should consider more than the starting salaries when choosing a career.</li> <li>• <b>Preparing for work experience.</b> Students will be able to correctly identify some do's and don'ts for work experience. Students will also consider why it is important to use common sense, not make assumptions and always be professional on workplace experience.</li> <li>• <b>Rights and responsibilities.</b> Students will identify some considerations that employers make when choosing who to employ. Students will also apply legal knowledge to real life employment scenarios and question the law and how useful it is for employers and employees.</li> <li>• <b>International women's day.</b> Students will consider the importance of international women's day and present a balanced argument about the need for international women's day. Students will also consider what could be done to eradicate gender prejudice.</li> <li>• <b>Trade unions-</b></li> </ul>	<b>Relationship safety</b>	<p>Relationships safety</p> <ul style="list-style-type: none"> <li>• <b>Bullying and body shaming.</b> Students will look at cases of body shaming and look at the different types. Students will also consider the consequences of body shaming and how this can have major effects on a person's self-esteem. Students will also explore how we can help people can feel better about their bodies.</li> <li>• <b>Types of relationships.</b> Students will explore different types of relationships and ways that schools can be more LGBT inclusive. Students will also explore why western society moved towards monogamous relationships between a man and a woman as being the norm and whether these traditional relationships are superior.</li> <li>• <b>Consent, rape and sexual harassment.</b> Students will look at cases where sexual boundaries have been crossed and consider is society does enough to prevent sexual harassment and rape. Students will also explore why many people don't report.</li> <li>• <b>What makes good sex.</b> Students will look at what safe sex safe and what makes a healthy sexual relationship</li> <li>• <b>Safe sex and chem sex.</b> Students will be able to explain what is meant by safe sex and the long- and short-term dangers of unsafe sex. Students will also explore chem sex and the dangers of this.</li> <li>• <b>Relationship breakups.</b> Students will look at the emotions that come with a relationship breakdown and how they can support their friends or themselves after a breakup. Students will also look at ways they can distract themselves or friends from grief and manage emotions.</li> <li>• <b>Happiness and positivity.</b> Students will look at the way we can improve our own and others moods. Students will also consider</li> </ul>

			how certain activities can help improve our moods and make us feel more positive and the short- and long-term benefits of this.
<b>Key Words</b>	Career, Job, vocation, curriculum vitae, STEM, foundation subjects, engineering, work experience, employee, employer, rights, responsibilities, sexual discrimination, gender prejudice, misogyny and male chauvinism.	<b>Key words</b>	Body shaming, body image, asexuality, monogamy, traditional relationship, consent, rape, sexual assault, sexual harassment, masturbation, orgasm, chem sex, grief, amicable break-up, positivity.
<b>Cross curricular links</b>	Science Technology Maths	<b>Cross curricular links</b>	Science Health and social (Builds upon year 8 topics on consent and safe sex)
<b>Career opportunities</b>  <b>Employment Links</b>	Careers in STEM (Science, Technology, Engineering, and Mathematics)  Choosing a career that correct for them.	<b>career opportunities employment links</b>	Police officer Bereavement support Charity worker Sexual health nurse
	<b>Spring half term 2</b>		<b>Spring half term 2</b>
<b>Living in the wider world</b>	<p>Living in the wider world</p> <ul style="list-style-type: none"> <li>• <b>The criminal justice system.</b> Students will be able to demonstrate an understanding of the several different organisations that make up the criminal justice system. Students will also explore the different roles of the different organisations.</li> <li>• <b>Anti-social behaviour.</b> Students will be able to identify different types of antisocial behaviour and the common long- and short-term consequences for the victim and perpetrator. Students will also explore the legal ramifications for teens who commit antisocial behaviour.</li> <li>• <b>County lines.</b> Students will identify how criminals exploit young people, how county lines work and where you can get help if they think someone is involved. Students will also look at a range of case studies and identify how young people are groomed by gangs to get involved in county lines.</li> <li>• <b>Money laundering.</b> Students will be able to identify different types of money laundering and how and why criminals launder money and how easily victims can become money mules. Students will also be able to explain how to stay out of danger and how to avoid the consequences of being a money mule.</li> <li>• <b>Terrorism and holy war.</b> Students will explore the difference between moderate and extreme religious beliefs and Islamic</li> </ul>	<b>Living in the wider world 2</b>	<p>Living in the wider world.</p> <ul style="list-style-type: none"> <li>• <b>Animal rights and sustainability.</b> Students will look at arguments for animal rights and whether we should minimise our consumption of meat and why some people believe this. Students will use what they learn to come up with their own argument either for or against this giving justified reasons.</li> <li>• <b>Pollution, plastics, and the environment.</b> Students will look at the problems with plastic pollution and consider the negative consequences of this. Students will also explore why pollution is on the rise if individual actions can help and why plastic as a material is so problematic.</li> <li>• <b>Globalisation.</b> Students will identify different forms of globalisation and the negative and positive aspects of economic, cultural, and political globalisation. Students will also explore is globalisation is now unstoppable and overall whether it is positive or negative for world development.</li> <li>• <b>Multiculturalism (British values).</b> Students will consider their own opinions about multiculturalism. Students will also explore different British values and explain both arguments for and against multiculturalism and consider why some people view multiculturalism as a failed event.</li> <li>• <b>Right-wing extremism.</b> Students will explore the meaning of right-wing extremism and who the different right-wing groups</li> </ul>

	<p>and Christian attitudes to terrorism and holy war. Students will also consider the teaching of the Qur'an and Bible and apply these to terrorism and holy war.</p> <ul style="list-style-type: none"> <li>• <b>Overt and covert racism.</b> Students will be able to identify examples of racism and explain why racism is wrong. Students will also look at a range of case studies and identify if a person is being racist or not.</li> <li>• <b>Fake news and critical thinking.</b> Students will be able to identify the difference between real and fake news. Consider why people spread fake news and if it should be an illegal offence to do so.</li> </ul>		<p>are and what they stand for. Students will also look at why some people believe right-wing extremism is on the rise in both the US and UK and whether extremism in all forms is dangerous.</p> <ul style="list-style-type: none"> <li>• <b>Internet safety, the dark web.</b> Students will identify the dangers of accessing, browsing and purchasing things from the dark web. Students will also look at the difference between the dark web and the visible web and how hard criminal activity is to detect online. Students will explore the legal ramifications and consequences of the illegal web.</li> <li>• <b>Cyber and online fraud.</b> Students will look at the different types of cybercrime and scams and how they can identify phishing. Students will also explore what different kinds of scams look like and what techniques are used to hook people into phishing and other online scams.</li> </ul>
<b>Tier 2/ tier 3 vocabulary</b>	Criminal justice system, anti-social behaviour, legal ramifications, county lines, trap house, money laundering, tax evasion, money mule, Holy war, extremism, racism, overt, covert, critical thinking, trolls.	<b>Key Words</b>	Animal rights, sustainability, vegan, pollution, waste minimisation, biodegradable, economic globalisation, cultural globalisation, political globalisation, multiculturalism, right wing, extremism, nationalism, dark web, visible web, Tor, phishing, fraud, cyber-crime.
<b>Cross curricular links</b>	RE	<b>Cross curricular links</b>	Geography Computer science ICT
<b>Career opportunities</b> <b>Employment Links</b>	Police officer Youth crime officer Children's Social worker	<b>Career opportunities</b> <b>Employment Links</b>	Animal rights activist Vets Nature conservationist National trust workers Web security Cyber security
	<b>Summer half term 1</b>		<b>Summer half term 1</b>
<b>Relationships part 1</b>	<p>Relationships part 1</p> <ul style="list-style-type: none"> <li>• <b>Conflict management.</b> Students will explore ways to resolve and manage conflict along and why some methods of conflict management work better than others.</li> <li>• <b>Forced and arranged marriage.</b> Students will identify cases of both forced and arranged marriage and explain the differences between these. Students will also explore where people can source help in these situations.</li> <li>• <b>Harassment and stalking.</b> Students will explore the meanings of stalking and harassment and the consequence if people do not take these things seriously. Students will also explore how</li> </ul>	<b>Health and wellbeing 2</b>	<p>Health and wellbeing</p> <ul style="list-style-type: none"> <li>• <b>Perseverance and procrastination.</b> Students will identify cases where famous people have succeeded through perseverance and explore the procrastination cycle and how to break this. Students will also consider the benefits of mastering the skill of perseverance.</li> <li>• <b>The importance of sleep.</b> Students will look at the symptoms of sleep deprivation and the effects this can have on their daily life. Students will also consider the benefits of good quality sleep and make links between sleep and cognitive function.</li> </ul>

	<p>victims are targeted and the different types of abuse they may suffer. Students will consider why some people don't talk about stalking and harassment seriously.</p> <ul style="list-style-type: none"> <li>• <b>Revenge porn.</b> Students will identify what to do to prevent revenge porn and what to do if they are a victim of revenge porn. Students will also explore the long- and short-term consequences of revenge porn for perpetrators and victims.</li> <li>• <b>Relationships with role models.</b> Students will identify what makes someone a positive or negative role model and explore the issues young people face when idolising poor role models. Students will also consider the links between role models and self-esteem and why we see more negative than positive role models in the media.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Risk-taking and decision making.</b> Students will explore the reasons why some young people seem to display risk-taking behaviour and describe the negative consequences that may occur when taking risks. Students will also explore the science behind why some young people take risks and the long- and short-term consequences of poor decision making.</li> <li>• <b>Gambling and online gambling.</b> Students will consider the dangers of gambling and how it can be difficult to avoid situations where you gamble especially in cases where people become addicted. Students will also explore how online gambling sites use marketing methods to hook young people in.</li> <li>• <b>Digital footprints.</b> Students will explore ways we can manage our digital footprints and the types of content that we should refrain from posting. Students will also consider what they would want prospective employers to see and the negative consequences of posting inappropriate content online.</li> <li>• <b>Personal safety and the wider world.</b> Students will look at a variety of situations that may be risky and consider the impact that drugs and alcohol can have on risky situations. Students will also explore how they can keep safe living in the wider world and how to prevent crime and accidents.</li> </ul>
<b>Key Words</b>	Conflict, resolution, conflict management, arrange marriage, forced marriage, family honour, domestic violence, stalking, harassment, revenge porn, takedown policy, role model, idolise, self esteem	<b>Key words</b>	Perseverance, procrastination, sleep deprivation, melatonin, cognitive function, risk, impaired judgement, dopamine, high street gambling, online gambling, addiction, digital footprint, personal safety,
<b>Cross curricular links</b>	Religious education	<b>Cross curricular links</b>	Maths ICT Science
<b>Career opportunities</b> <b>Employment Links</b>	Lawyer Police officer Charity worker Relationships/ family worker	<b>Career opportunities</b> <b>employment links</b>	Drug and alcohol councillor Cyber security Employability coach Nurse
	<b>Summer half term 2</b>		<b>Summer half term 2</b>
<b>Relationships and diversity</b>	<p>Relationships and diversity</p> <ul style="list-style-type: none"> <li>• <b>Same sex relationships.</b> Students will explore the meaning of LGBTQAI+ and the history of the community. Students will also consider the challenges people in same sex relationships may face and if it is still important to fight for the rights of the community.</li> </ul>		

	<ul style="list-style-type: none"> <li>• <b>Gender and trans identity.</b> Students will explore what it means to be trans and why trans visibility is important in the 21<sup>st</sup> century. Students will also explore why it is important not to misgender people and explain ways we can be more inclusive in society.</li> <li>• <b>Community cohesion.</b> Students will explore how a diverse community can improve society and what would be the positive and negatives consequences of poor community cohesion.</li> <li>• <b>Sexism.</b> Students will explore gender stereotyping and reasons why some things are considered more masculine and feminine. Students will also consider why some people have gender prejudice and identify the main issues women face in the UK today.</li> <li>• <b>Parenting.</b> Students will consider the challenges of being a new parent. Students will also explore in detail the different styles of parenting and the correct way to bathe a baby.</li> </ul>		
<b>Key Words</b>	Homosexual, heterosexual, homophobia, LGBTQAI+, trans, transitioning, gender, sex, community cohesion, economic migration, political migration, gender prejudice, parenting styles, parental leave.		
<b>Cross curricular links</b>	Childcare Health and social Science		
<b>Career opportunities</b> <b>Employment Links</b>	Nursery nurse Nanny Childcare Politics		