|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Health and wellbeing – healthy minds** | **Healthy relationships – bullying** | **Living in the wider world - community** | **Health and wellbeing - puberty** | **Health and wellbeing – healthy living**  | **Living in the wider world - careers** |
| We start with this unit as it gives students a chance to learn about the types of new friendships they should be making. It also helps them work on the skills they require as they join secondary school, especially responsibility and organisation.   | We dive deeper into healthy relationships. As students maybe start to grow apart from the friends they had in primary school and gain new friends, we aim to equip them with the skills and knowledge needed to maintain healthy friendships (with an emphasis on appropriate use of social media and online interactions).   | This unit is studied at this point in the year as we are hoping that students are now suitably settled into the Academy and are ready to learn more about the community they are part of. Community is understood as both the area that we live but also the school in which we all attend.   | This unit is studied at this point in the year as students are at a crucial point of their development. It is important that both girls and boys are aware of the physical and mental changes that take place during puberty.  | As students start to gain autonomy about what they eat, we educate them on what a healthy and balanced diet looks like. This links in with the importance of sleep and the impact of poor sleep can have on the mind and body.  | We finish the year by focusing on the importance of education. We Showing students why qualifications are important to unlocking future success, and why the skills gained during secondary school are useful in future life |

**Weekly Wellbeing – Y7 Themes**

**Weekly Wellbeing – Y8 Themes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Health and wellbeing – healthy minds** | **Healthy relationships - discrimination** | **Health and wellbeing – oral hygiene** | **Health and wellbeing – drugs and alcohol**  | **Healthy relationships – identity and relationships**  | **Living in the wider world – digital literacy** |
| We start year 8 with an emphasis on positive mental health and with the aim of giving students the skills required to control their emotions and mental wellbeing as best they can.   | We explore issues surrounding gender at this point of year 8 as we feel that students have the emotional maturity to start to cope with these conversations. It is also important to ensure all students are educated on these issues so that they are equipped to accept any changes which their peers wish to make.  | Following on from a composite which focuses on students developing an understanding of their self-worth, it fits well that the next unit would focus on their physical health. Understanding oral hygiene will not only help students with their physical health, but it can also have a positive impact on their mental health.  | This unit is apt here as it builds on content taught in the previous term. Students will move on from studying oral hygiene and the negative impact of certain food and drink on the mouth, to then studying the negative impact of certain substances on the body. This will help them build a robust picture of what health and wellbeing is.  | This is the first time we look at consent and contraception. It is revisited in years 9 & 10, at a more indepth level. We look at consent from both a sexual point of view, but also a friendship perspective. We aim to empower the students to be in control of their bodies, their lives and their decisions.   | Following on from the work we do on friendships, we also want to ensure our students understand the right ways of conducting themselves online. We use this as an opportunity to also discuss the risks / dangers of forming friendships with people online and the dangers of oversharing personal information online.   |

**Weekly Wellbeing – Y9 Themes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Health and wellbeing – peer influence** | **Healthy relationships – families** | **Living in the wider world – setting goals**  | **Health and wellbeing – my health and my future**  | **Healthy relationships – intimate relationships** | **Living in the wider world – citizenship**  |
| As students are getting older, we start to look at the dangers of crime. As part of the gang culture lessons, we also revisit healthy friendships and what a positive friendship looks like.  | Following on from the positive friendships interleave that took place in term 1, we now start to look at changes within the home. The skills learnt as we discussed healthy friendships should be useful when discussing healthy familial relationships.  | Our year 9 students will make their options choices in term 4, but they need time to learn about the options and to become fully prepared to make the choices which are right to them. This unit helps students to understand what options are out there for them, and also what options are available after school. These components will be delivered alongside further collaboration with C&K to help students become more aware of what they want to do in their future.  | This unit starts with interleaved topics that have been taught earlier on in our curriculum. This is an appropriate time to revisit them as students are getting older and may need reminding of the negative impacts that alcohol, drugs and smoking have on the body. This will then lead us in to talking about how young people need to take responsibility for themselves when checking certain areas of the body. This is also an appropriate time to link in with local charities who support people who are suffering from breast / testicular cancer. | As we revisit consent and contraception from year 8, we now delve a little deeper. Students should have the emotional maturity at this point to handle discussions on pregnancy options, such as abortion and adoption. This also fits well with what they have learnt in their science and RS curriculums.  | The year 9 Weekly Wellbeing curriculum looks at a variety of themes, as students prepare to leave KS3 and join KS4. By the end of year 9 we expect students to have started to think about their future goals, whether that is an idea of a career they may be interested in or a post-16 pathway that they think may be suitable for them. We aim for students to have a detailed understanding of the impact of alcohol, nicotine and drugs on their body (in both a physical and mental sense).  |

**Weekly Wellbeing – Y10 Themes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Health and wellbeing – mental health** | **Healthy relationships – romantic relationships**  | **Living in the wider world – financial decision making**  | **Living in the wider world – citizenship**  | **Health and wellbeing – exploring influence**  | **Healthy relationships – extremism and radicalisation**  |
| This is an appropriate time to revisit mental health and wellbeing, as students enter the next key stage of their education. As pressure and workload increase, we work with students to focus on how their own wellbeing and how to treat others kindly.  | The interleaving of sex and relationships continues here, with a focus on the dangers and problems associated with pornography. This would not be an appropriate topic to cover with students at a younger age. | This unit requires students to have a level of maturity and an understanding of the world outside of school, which they probably will not have until year 10. It is also an apt time to speak to students about finance as some students may start to have part time jobs and may start to have money of their own. It is also a time where some students start to think about future plans, such as college or university. Learning about finance may help them feel better about future choices. | This unit allows students to delve deeper into the way the country works and their role within the democracy.   | Building on the topic which was covered in year 9, we continue to look at the negative impact of gang culture and the positive impact of healthy friendships. | By the end of year 10, we aim for all students to have a clear understanding of consent. This goes alongside our aim that students understand what is an appropriate and healthy romantic relationship and have an understanding of the support systems in place for anyone who does not feel safe within a relationship. Students develop their understanding of their own self-worth and use this to show their understanding of the negative impacts of peer influence and pressure. The main themes of the 2010 Equality Act are known by students and they are aware of their own responsibilities when it comes to following the law.   |

**Weekly Wellbeing – Y11 Themes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 |
| **Living in the wider world – next steps** | **Health and wellbeing – building for the future** | **Healthy relationships – families**  | **Healthy relationships – facing challenges**  | **Health and wellbeing – my health** |
| As students embark upon their final year with us we focus on what their goals and ambitions are for the future and what their post 16 options look like. There is support around how to write a good CV and practice for interviews at a time when this is becoming a reality. | As trial exams approach there is a key focus on developing good revision techniques and strategies as well as looking at time management tips and how to cope with stress. | A number of components this term have been touched on previously in the Weekly Wellbeing curriculum. This is an apt time to revisit these key themes as students are becoming more adult and making more adult choices. Topics will be covered in more age appropriate detail at this point, with students given an opportunity to develop their own viewpoints and listen to the viewpoints of others. | Some of the content of these components are interleaved from earlier in the curriculum, but they will be delivered in a more in-depth / mature manner now that students are in year 11. This is also an appropriate time to revisit the topic of health relationships and exploitation, as this is a time when some students may start to become sexually active and need reminding of the importance of a healthy, consensual relationship. | By the time year 11 students leave us, we want them to be confident, self-aware young adults who are ready to safely enter the world. Students will have a good idea of what they want to do post-16 and some may have goals for further in the future. Students know how to respectfully interact with a variety of people from various walks of life and of various lifestyles |