

Lesson number	Topic area	Lesson content/points (for more detail see individual lesson folders)
1	Study skills	College values are FBVs What are the FBVs? Where do they come from and why? How they apply in college. Study skills and motivation - Discuss reasons why students are attending the college. Goals/aspirations and how to meet them. Discuss target setting and smart targets, try to come up with own smart targets to help reach their goals for the year. Preparing for tests and exams; how do you know that you have learned something? Revision techniques.
2	Health: emotional and physical resilience for coping with the GCSE course part 1 Bullying, cyber-bullying and online safety	Emotional resilience and management - context of new environment and challenging course, pressure... Discussion as to why this is necessary: look at my-self-care-plan-secondaryfe.pdf (d1uw1dikibnh8j.cloudfront.net) Why the need to take care. Revise what they know; fill gaps; sexting, gaming, cyber bullying etc. Resources in Teaching resources - UK Safer Internet Centre
3	Health: emotional and physical resilience for coping with the	Alcohol, drugs and smoking Legal issues relating to alcohol, drugs and smoking and the consequences of using these substances on physical and mental health.

	GCSE course part 2 Maintaining physical health and threats to physical health	Healthy lifestyles, including, if appropriate, eating disorders What makes up a healthy diet and exercise. Nutrition for teenagers - British Nutrition Foundation
4		RHSE 1 Families 1. Different types of committed, stable relationships, how these relationships might contribute to wellbeing, and their importance for bringing up children. 2. Marriage, inc. Age of Marriage Act 2023 civil partnership and cohabitation: similarities and differences in legal status, rights, benefits, disadvantages. The illegality of forced marriage and marrying before the age of 18. How families and relationships change over time, including through birth, death, separation and new relationships. 3. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
5		RHSE 2 Respectful relationships 1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships: consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks,

		generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. Evaluating one's own impact on other people; the uniqueness and equal value of others. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. The importance of respectful communication. 3. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
6		RHSE 3 4. Ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 5. The role of consent, kindness and attention to the needs and vulnerabilities of others including in romantic and sexual relationships. 6. The threats to positive relationships posed by stereotyping, prejudice, power inequality, misogyny, pornography and some online influencers.
7		RHSE 4 Being Safe:

		1. How to recognise, respect and communicate consent and boundaries in relationships 2. Strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. Judgement of trustworthiness and safety in relationships with other children and adults; how to seek help or advice, including reporting concerns about others, if needed. 4. Increasing personal safety in public spaces, including when socialising with friends, family, the wider community or strangers.
8		RHSE 5 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable; the concepts and laws relating to harmful sexual behaviour, sexual violence, including rape and sexual assault. 6. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 7. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage, FGM, strangulation
9		RHSE 6 Intimate and sexual relationships, including sexual health 1. Healthy sexual relationships and the way they are affected and shaped by consent, choice, the law, consideration of health, faith, and family values. The importance of kindness, care and communication.

		2. Choices and information regarding STIs and contraception. 3. Choices and information in relation to pregnancy: 4. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 5. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
10		RHSE 7 Online safety and awareness 1. Online behaviour, privacy, sharing information, safety measures and risk. 3. Threats from social media, AI, “deep fakes”, including the dangers of sharing material to others that they would not want to be distributed, including the law concerning the sharing of indecent or sexual images. 4. Inappropriate and upsetting content, some of which is illegal, including content that encourages misogyny, violence or use of weapons. The danger of social media leading to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 5. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 6. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray

		misogynistic behaviours and attitudes which can negatively influence those who see it. 7. That criminals can operate online scams such as fake websites or emails to extort money or valuable personal information; sextortion; how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion
11		RHSE 8 Personal safety How to identify risk and manage personal safety in increasingly independent situations, for example the first time a young person goes on holiday without their parents). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 5. The law as it relates to knives and violence. 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
12		RHSE 8 Mental wellbeing 1. Talking about emotions. 2. The importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. The normality of different emotional states – unhappiness and worry are not in themselves signs of mental ill-health. Learning

		what make you happy, eg, being connected to others. Coping strategies for when you are anxious or unhappy. 4. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. 5. Dangers of gambling, and of drug, nicotine and alcohol abuse; the law around gambling, drugs and alcohol.
13		Physical health and fitness 1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation. Healthy eating 1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain
14		RHSE 9 Physical health continued 4. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 5. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family

		planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. 6. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
15	Citizenship 1	Rights and responsibilities What do students think are human rights? Compare to our actual human rights and explain the history/outline of human rights we have in place today in the UK. Discuss need for the human rights act (in context of Amnesty campaign to stop this being abolished). Discuss cases of freedom to wear Burka in France and assisted dying as tricky human rights issues/conflicts. Discuss the rights and responsibilities students have as members of the college. Discuss what responsibilities their parents have for students. Complete table of the rights and responsibilities of different people at the college (students, parents, teachers
16	Citizenship 2	Rights and responsibilities at work Benefits and drawbacks of different types of work (part-time, self-employed etc). Introduce some of the laws that govern employment and purchases. Case studies of rights/responsibilities at work, are they in breach of the rules?
17	Citizenship 3	Government – UK system and others across the world. Including house of lords and house of commons. Model system of how a new law is passed and discuss problems with how laws are made? Discuss the UK <i>government budget</i>, what money is spent on.

18	Citizenship 4	Electoral system – FPTP, PR and systems across the UK Get students to research different political parties and outline their ideas to the rest of the class
19	Citizenship 5	Local government and devolution plus Britain and the rest of the world Consider role of local government and the benefits and drawbacks of devolution of power from Westminster. Position of Britain in the world post EU.
20	Citizenship 6	Criminal responsibility and anti-social behaviour – Debates about age of criminal responsibility. Discuss why anti-social behaviour occurs and what can be done to prevent it.
21	Citizenship 7	Police and the courts – Using the ‘just deserts’ clip from the CPS, discuss how an example case is dealt with by the criminal justice system. Read article about the UK witness protection scheme.
22	Citizenship 8	Sentencing – Different types of sentencing and factors to be considered by a judge when deciding a sentence. Discuss different types of sentence that are possible and how these vary across the globe. Consider the ultimate goal of sentences. Consider the pros and cons of prison.

23		A level/BTEC/Career Choices Ask in careers staff to give session on preparing a first CV. (Work experience, what kind of job do they want, what skills are needed, could be research based. Find some example personal statements and job application letters, which student/candidate most impresses them and why?)
24		Preparing for final exams – planning revision time; keeping sensible hours, exercise and diet, avoiding stress.

Approx 24 lessons