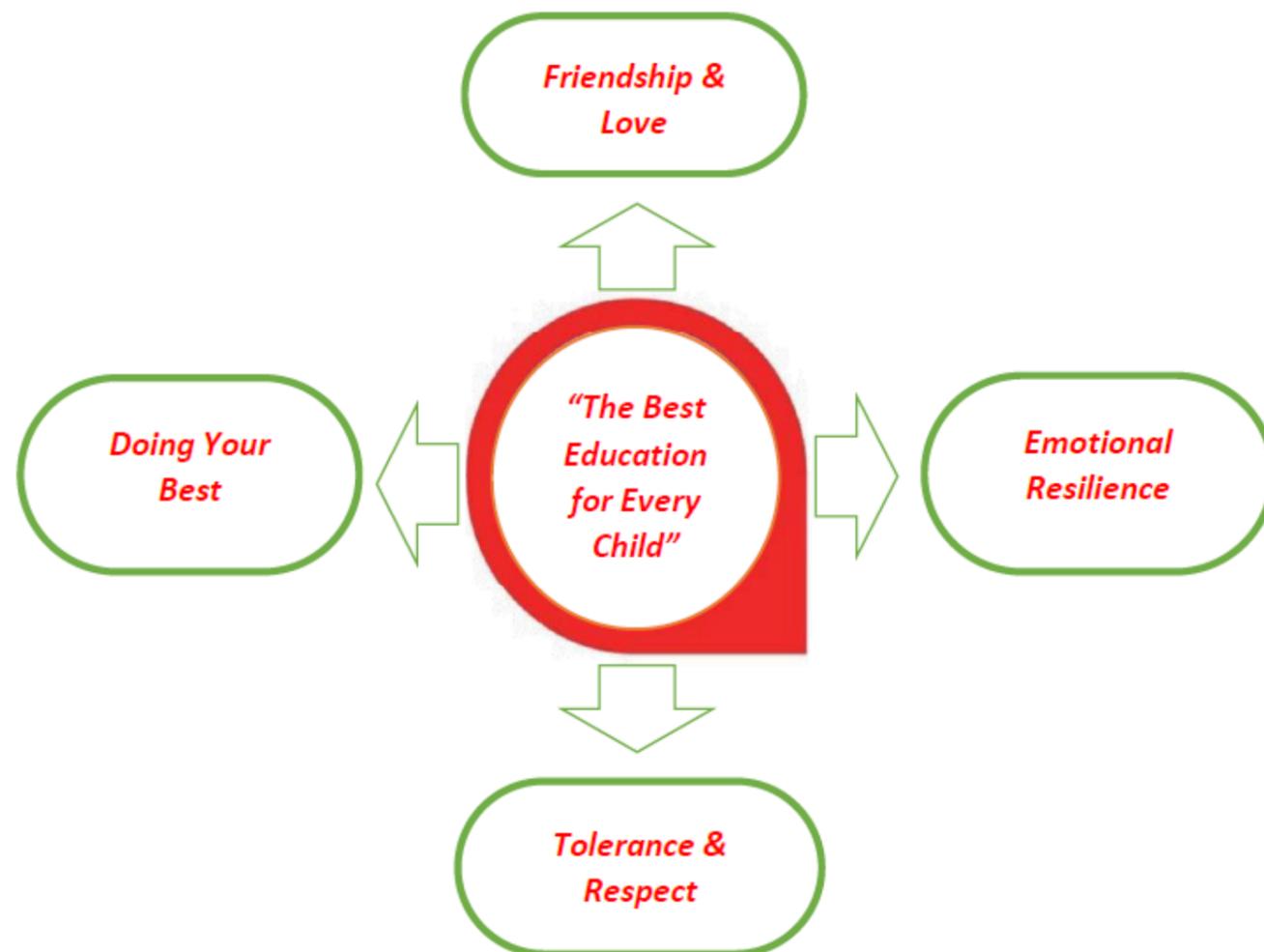




Red Moor School



PSHE

Schedule Plans

Health Faculty

Head of Faculty: Ryan Barnes

Date of last review: Sept 2021



PSHE Schedule RMS Foundation Stage (KS1 & 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
Year 1	<p>Title: Being Me in My World</p> <p>Context: Ensure all children understand what calm is and how it feels. Understand the rights and responsibilities as a member of my class . know my views are valued . recognise the choices.</p> <p>Banding: Step 1-2</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Difference</p> <p>Context: identify similarities between people in my class. understand how being bullied might feel. know some people who I could talk to if I was feeling unhappy or being bullied. know how to make new friends .tell you some ways I am different from my friends.</p> <p>Banding: Step 1-2</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: set simple go. understand how to work well with a partner. identify how I feel when I am faced with a new challenge. know how I feel when I see obstacles and how I feel when I overcome them.</p> <p>Banding: Step 1-2</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. know how to make healthy lifestyle choices. know how to keep myself clean and healthy, and understand how germs cause disease/ illness know that all household products including medicines can be harmful if not used properly.</p> <p>Banding: Step 1-2</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: identify the members of my family and understand that there are IRMS of different types of families . identify what being a good friend means to me. know appropriate ways of physical contact to greet my friends and know which ways I prefer. recognise my qualities as a person and a friend.</p> <p>Banding: Step 1-2</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: understand that changes happen as we grow and that this is OK. know that changes are OK and that sometimes they will happen whether I want them to or not. know how my body has changed since I was a baby. identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. know some ways to cope with changes.</p> <p>Banding: Step 1-2</p> <p>Progression Area: Being Me n My World</p>
Year 2	<p>Title: Being Me in My World</p> <p>Context: identify some of my hopes and fears for this year. understand the rights and responsibilities of being a member of my class and school. help make my class a safe and fair place .</p> <p>Banding:Step 2-3</p> <p>Progression Area: Celebrating Differ-</p>	<p>Title: Celebrating Differences</p> <p>Context: start to understand that sometimes people make assumptions about boys and girls (stereotypes). understand that bullying is sometimes about difference be able to tell you how someone who is bullied feels be able to be kind to children who are bullied. recognise what is right and wrong and know how to look after myself. understand that it is OK to be different from other people and to be friends with them.</p> <p>Banding:Step 2-3</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: recognise who it is easy for me to work with and who it is more difficult for me to work with . work cooperatively in a group to create an end product explain some of the ways I worked cooperatively in my group to create the end product .know how to share success with other people</p> <p>Banding:Step 2-3</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: know what I need to keep my body healthy. show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed . understand how medicines work in my body and how important it is to use them safely . sort foods into the correct food groups and know which foods my body needs every day to keep me healthy .</p> <p>Banding:Step 2-3</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate . identify some of the things that cause conflict with my friends . recognise and appreciate people who can help me in my family, my school and my community .</p> <p>Banding:Step 2-3</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: recognise cycles of life in nature . tell you about the natural process of growing from young to old and understand that this is not in my control . recognise how my body has changed since I was a baby and where I am on the continuum from young to old . understand there are different types of touch and tell you which ones I like and don't like .</p> <p>Banding: Step 2-3</p> <p>Progression Area: Being Me n My</p>



PSHE Schedule RMS Foundation Stage (KS1 & 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
Year 3	<p>Title: Being Me in My World</p> <p>Context: recognise my worth and identify positive things about myself and my achievements set personal goals . understand why rules are needed and how they relate to rights and responsibilities . understand my actions affect others and try to see things from their points of view .</p> <p>Banding:Step 3-4</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Differences</p> <p>Context: understand that everybody's family is different and important to them . know what it means to be a witness to bullying . recognise that some words are used in hurtful ways . tell you about a time when my words affected someone's feelings and what the consequences were .</p> <p>Banding:Step 3-4</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: tell you about a person who has faced difficult challenges and achieved success . identify a dream/ambition that is important to me . recognise obstacles which might hinder my achievement and take steps to overcome them .</p> <p>Banding:Step 3-4</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: understand how exercise affects my body and know why my heart and lungs are such important organs . know that the amount of calories, fat and sugar I put into my body will affect my health . identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services .</p> <p>Banding:Step 3-4</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females . know and use some strategies for keeping myself safe online . explain how some of the actions and work of people around the world help and influence my life .</p> <p>Banding:Step 3-4</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: understand that in animals and humans IRMS of changes happen between conception and growing up, and that usually it is the female who has the baby . understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow . identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up .</p> <p>Banding:Step 3-4</p> <p>Progression Area: Being Me n My World</p>
Year 4	<p>Title: Being Me in My World</p> <p>Context: know my attitudes and actions make a difference to the class team . understand who is in my school community, the roles they play and how I fit in . understand how democracy works through the school council/in this school .</p> <p>Banding:Step 4-5</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Differences</p> <p>Context: understand that, sometimes, we make assumptions based on what people look like . understand what influences me to make assumptions based on how people look . know that sometimes bullying is hard to spot and to know what to do if I think bullying is going on but I'm not sure .</p> <p>Banding:Step 4-5</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: understand that sometimes hopes and dreams do not come true and that this can hurt . know how to work out the steps to take to achieve a goal, and do this successfully as part of a group .</p> <p>Banding:Step 4-5</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: recognise how different friendship groups are formed, how I fit into them and the friends I value the most . understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke . understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol .</p> <p>Banding:Step 4-5</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: recognise situations which can cause jealousy in relationships . recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends .</p> <p>Banding:Step 4-5</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm . describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this .</p> <p>Banding:Step 4-5</p> <p>Progression Area: Being Me n My World</p>



PSHE Schedule RMS Foundation Stage (KS1 & 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
Year 5	<p>Title: Being Me in My World</p> <p>Context: understand my rights and responsibilities as a citizen of my country . understand my rights and responsibilities as a citizen of my country and a member of my school .</p> <p>Banding: Step 5-6</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Differences</p> <p>Context: understand that cultural differences sometimes cause conflict . understand what racism is .</p> <p>Banding: Step 5-6</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: understand that I will need money to help me achieve some of my dreams . know about a range of jobs carried out by people I know and explore how much people earn in different jobs . identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it .</p> <p>Banding: Step 5-6</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: know the health risks of smoking and can tell you how tobacco affects the lungs, liver and hear . know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart . know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations .</p> <p>Banding: Step 5-6</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: understand there are rights and responsibilities in an online community or social network . know there are rights and responsibilities when playing a game online .</p> <p>Banding: Step 5-6</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: know how to develop my own self esteem . understand that puberty is a natural process that happens to everybody and that it will be OK for me . express how I feel about the changes that will happen to me during puberty .</p> <p>Banding: Step 5-6</p> <p>Progression Area: Being Me n My World</p>
Year 6	<p>Title: Being Me in My World</p> <p>Context: know that there are universal rights for all children but for many children these rights are not met . understand that my actions affect other people locally and globally .</p> <p>Banding: Step 6-7</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Differences</p> <p>Context: understand there are different perceptions about what normal means . understand how being different could affect someone's life .</p> <p>Banding: Step 6-7</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these . recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations .</p> <p>Banding: Step 6-7</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: know about different types of drugs and their uses and their effects on the body particularly the liver and heart . understand that some people can be exploited and made to do things that are against the law . know why some people join gangs and the risks this involves .</p> <p>Banding: Step 6-7</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: understand that people can get problems with their mental health and that it is nothing to be ashamed of .understand that there are different stages of grief and that there are different types of loss that cause people to grieve .</p> <p>Banding: Step 6-7</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: aware of my own self-image and how my body image fits into that . explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally .</p> <p>Banding: Step 6-7</p> <p>Progression Area: Being Me n My World</p>



PSHE Schedule RMS Stage (KS3 & 4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
Year 7	<p>Title: Being Me in My World</p> <p>Context: Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation .</p> <p>Banding: Step 7-8</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Difference</p> <p>Context: Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes .</p> <p>Banding: Step 7-8</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid .</p> <p>Banding: Step 7-8</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices .</p> <p>Banding: Step 7-8</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting .</p> <p>Banding: Step 7-8</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support .</p> <p>Banding: Step 7-8</p> <p>Progression Area: Being Me n My World</p>
Year 8	<p>Title: Being Me in My World</p> <p>Context: Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening .</p> <p>Banding: Step 8-9</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Differences</p> <p>Context: Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, race and religion, prejudice, LGBT+ bullying .</p> <p>Banding: Step 8-9</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues .</p> <p>Banding: Step 8-9</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation</p> <p>Banding: Step 8-9</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support .</p> <p>Banding: Step 8-9</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour .</p> <p>Banding: Step 8-9</p> <p>Progression Area: Being Me n My</p>



PSHE Schedule RMS Stage (KS3 & 4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
Year 9	<p>Title: Being Me in My World</p> <p>Context: Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative selfidentity, abuse and coercion, coercive control .</p> <p>Banding:Step 9-10</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Differences</p> <p>Context: Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping .</p> <p>Banding:Step 9-10</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: Personal strengths, health goals, SMART planning, links between body image and mental health, nonfinancial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression. .</p> <p>Banding:Step 9-10</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support .</p> <p>Banding:Step 9-10</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services .</p> <p>Banding:Step 9-10</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes</p> <p>Banding:Step 9-10</p> <p>Progression Area: Being Me n My World</p>
Year 10	<p>Title: Being Me in My World</p> <p>Context: Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk .</p> <p>Banding:Step 10-11</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Differences</p> <p>Context: Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control .</p> <p>Banding:Step 10-11</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals .</p> <p>Banding:Step 10-11</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: Improving health, sexual health, blood-borne infections, selfexamination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells .</p> <p>Banding:Step 10-11</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumourmongering, abuse in teenage relationships. Legislation, support and advice .</p> <p>Banding:Step 10-11</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.</p> <p>Banding:Step 10-11</p> <p>Progression Area: Being Me n My World</p>



PSHE Schedule RMS Stage (KS3 & 4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
Tear 11	<p>Title: Being Me in My World</p> <p>Context: Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality</p> <p>Banding:Step 11</p> <p>Progression Area: Healthy Me</p>	<p>Title: Celebrating Differences</p> <p>Context:</p> <p>Banding:Step 11</p> <p>Progression Area:</p>	<p>Title: Dreams and Goals</p> <p>Context: Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong. .</p> <p>Banding:Step 11</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: Managing anxiety and stress, exam pressure, concentration strategies, worklife balance, sexual health, hygiene, selfexamination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe</p> <p>Banding:Step 11</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support</p> <p>Banding:Step 11</p> <p>Progression Area:</p>	<p>Title: Changing Me</p> <p>Context:</p> <p>Banding:Step 11</p> <p>Progression Area:</p>



PSHE Schedule RMS Options Stage (KS4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
ASDAN Schedule	<p>Title: Keeping healthy</p> <p>Context: Having good hygiene practice. How to prevent disease. Support for people who suffer with drug abuse, alcohol related issues and research the physical effects of drugs. Healthy eating. STI's. Eating healthy.</p> <p>Banding: 9—11</p> <p>Progression Area: Health and wellbeing</p>	<p>Title: Keeping healthy</p> <p>Context: The benefits of cardiovascular exercise. The preventable causes of death in young people. Research GP's and Emergency departments. Research Mindfulness and positive thinking. Take part in physical exercise for a month.</p> <p>Banding: 9—11</p> <p>Progression Area: Health and wellbeing</p>	<p>Title: Social relationships</p> <p>Context: Ethnic diversity, discrimination and intolerance. Media and society. Conflicts. What can be done to prevent it, personal and internationally. Research what's good about the local community and why people choose to live where they do.</p> <p>Banding: 9—11</p> <p>Progression Area: British values? Relationships</p>	<p>Title: Social relationships</p> <p>Context: Consider what's regarded rude, bigoted and extreme. Monitor the news and consider the freedom of the press and free speech. Consider methods to prevent bullying and how to improve equality. Bullying</p> <p>Banding: 9—11</p> <p>Progression Area: British values? Relationships</p>	<p>Title: Careers and your future/ economic responsibility</p> <p>Context: Future career decisions and your rights when employed. CV's and work life balance. Work placement. Taxes, wages, company cars, public services and types of banking and savings. Higher education and student loans. Debt and ambling problems.</p> <p>Banding: 9—11</p> <p>Progression Area: Careers and finance</p>	<p>Title: Careers and your future/ economic responsibility</p> <p>Context: Getting a job. Gaining a job in your chosen career. Team building skills. Whistleblowing, confidentiality etc. Shopping ethically. Financial products How to budget.. Look at council tax and utility bills. Find ou about consumer rights.</p> <p>Banding: 9—11</p> <p>Progression Area: Careers and finance</p>
	<p>Title: Wellbeing</p> <p>Context: Happiness. Investigate relationships, resilience, bereavement and divorce. Investigate the life story of a person who has shown great resilience.</p> <p>Banding: 9—11</p> <p>Progression Area: Relationships</p>	<p>Title: Wellbeing</p> <p>Context: Bullying and discrimination. Celebrities and the media. Investigate the impact social media has on people wellbeing. Frst aid course. Friendship. Drug abuse or mental health issues.</p> <p>Banding: 9—11</p> <p>Progression Area: Relationships</p>	<p>Title: Intimate relationships</p> <p>Context: Differing sexual orientation. Advice on sex and relationships. Sex and young people and the benefits of marriage, violence in relationships, consensual sex and same sex couples. Advantages and disadvantages of different contraception.</p> <p>Banding: 9—11</p> <p>Progression Area: Sex education</p>	<p>Title: Intimate relationships</p> <p>Context: Types of relationships people can have. Unplanned pregnancy and talk to peers about physical and social changes in childhood. Organise a health professional to visit. Watch TV programmes aimed at young people.</p> <p>Banding: 9—11</p> <p>Progression Area: Sex education</p>	<p>Title: Becoming a parent</p> <p>Context: Being a parent. The cost of bringing up a baby Look at life style choices . Rights of the child. How to deal with a child who has a tantrum.</p> <p>Banding: 9—11</p> <p>Progression Area: Adult life</p>	<p>Title: Becoming a parent</p> <p>Context: Physical punishment to discipline children. Fostering and adopting. Breast feeding . What it will like to be a parent when older and the responsibilities this will bring. The effects on being a parent if a student, in prison, married and in a relationship.</p> <p>Banding: 9—11</p> <p>Progression Area: Adult life</p>