

Year Group	Intent/Rationale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Pupils to explore a range of topics to become more confident with their personal identity as a young person transitioning to secondary school.</p> <p>Pupils will have the opportunity to learn about their wider community and how to stay safe whilst accessing their local community.</p> <p>Pupils to develop an understanding of puberty and their changing body. Pupils will know how their body will change as they become teenagers. Pupils will recall appropriate vocabulary.</p>	<p>Who am I?</p> <p>Pupils to explore their identity. Pupils to identify their physical features, likes and dislikes.</p> <p>Pupils to compare and contrast their features with their peers.</p> <p>Pupils to explore their High Point Academy identity.</p>	<p>My Changing Body</p> <p>Pupils to explore their changing body using appropriate vocabulary.</p> <p>Pupils to explore male and female private parts. Pupils to begin to explore appropriate and inappropriate touch.</p> <p>Pupils to focus on Puberty, Body Development and Emotions.</p>	<p>Rules – Keeping Us Safe!</p> <p>Pupils to identify rules which keep us safe in society. Pupils to explore rules which keep us safe such as school rules & road safety rules.</p> <p>Pupils to have the opportunity to cast votes within this unit. Pupils to explore the General Election.</p>	<p>Help – Wider Community</p> <p>Pupils to identify safe people within the community such as police, the fire brigade, teachers, and paramedics.</p> <p>Pupils to identify steps to take to keep safe within the wider community for example how to stay safe around strangers, crossing the road, paying for items at the shop and asking for help including in emergency situations.</p>	<p>Skills Development</p> <p>Pupils to identify key skills including communication, teamwork, and organisation.</p> <p>Pupils to explicitly learn about their own skill set, pupils to complete a skills check to identify their strengths and areas for development.</p> <p>Pupils to complete activities and tasks to further develop their skills within school & the wider community.</p>	<p>Positive Relationships</p> <p>Pupils to explore a range of relationships including friendship, romantic relationships, and family relationships.</p> <p>Pupils to identify healthy and unhealthy traits within different relationships.</p> <p>Pupils to explore what to do if they are unhappy within a relationship.</p>
Year 8	<p>Pupils to continue to develop their understanding of differences and similarities between a range of groups within the local community.</p> <p>Pupils to continue to develop an understanding of how to stay safe within their local and wider community, including online safety.</p>	<p>Differences & Similarities</p> <p>Pupils to identify similarities and differences within their peer group. Pupils to explore physical features.</p> <p>Pupils to explore different groups of people within their community for example religious groups, LGBTQ+</p>	<p>Staying Safe in my Local Community</p> <p>Pupils to continue to develop an understanding of rules which keep us safe in society. Pupils will recognise safe and unsafe situations.</p> <p>Pupils to continue to develop their road safety skills, managing</p>	<p>Emotions & Self-esteem</p> <p>Pupils to develop an understanding of emotional wellbeing and explore their own emotional state.</p> <p>Pupils to explore strategies to use when feeling unregulated. Pupils to explore socially appropriate</p>	<p>Hormones – Changes</p> <p>Pupils to continue to develop an understanding of puberty. Pupils will use appropriate vocabulary for male and female private parts. Pupils to explore emotional changes during puberty. Pupils explore female</p>	<p>Staying Safe – Online Safety</p> <p>Pupils to identify using technology for a range of purposes.</p> <p>Pupils to identify and recognise risks of using the internet.</p> <p>Pupils will identify how to stay safe when accessing the internet. Pupils will identify how to</p>	<p>Healthy Body</p> <p>Pupils to identify how to maintain a healthy body & mind. Pupils to explore self-help routines including:</p> <ul style="list-style-type: none"> -Brushing teeth - Showering - Changing - Washing hands -Using deodorant <p>Pupils to explore a healthy balanced lifestyle:</p>

	<p>Pupils will continue to develop their understanding of hormonal changes within their body and to recognise what is normal for a healthy body.</p>	<p>groups disability groups and ethnic minority groups.</p> <p>Pupils to begin to explore the terms discrimination and respect.</p>	<p>appropriate interactions within their local community, asking for help within the community and begin to use their navigation skills.</p> <p>Pupils will develop self-help strategies.</p>	<p>responses to different emotions.</p> <p>Pupils to begin to explore self-esteem to identify what they are good at.</p>	<p>including discharge, periods and the use of different sanitary products.</p> <p>Pupils to explore male puberty including erections and wet dreams.</p>	<p>access help if worried about online material.</p>	<ul style="list-style-type: none"> - Healthy eating - Exercise - Hydration - Dentist visit - Doctor visit
Year 9	<p>Pupils to continue to develop their knowledge on staying safe when accessing their local community. Pupils will experience managing their personal finances, exploring how to manage risk and how to ask for help.</p> <p>Pupils will develop a deeper understanding of their changing bodies, with a greater focus on appropriate and inappropriate touch. Pupils will explore reproduction within the summer term.</p> <p>Pupils will develop an understanding of death and the feelings associated with loss.</p>	<p>Managing Risk – Community</p> <p>Pupils to explore risks when accessing their community. Pupils to identify potential risks such as:</p> <ul style="list-style-type: none"> -Stranger danger -Crossing roads -Getting lost -Minor injuries <p>Pupils will identify strategies to use within risky situations and identify how to access help, including:</p> <ul style="list-style-type: none"> -Asking for help. -Who are safe people to ask within the community. -How to help myself- personal first-aid. 	<p>Private Parts, Appropriate Touch & Personal Space</p> <p>Pupils to revisit the use of appropriate vocabulary for private parts of the body.</p> <p>Pupils will develop their understanding of personal hygiene.</p> <p>Pupils to explore appropriate and inappropriate touch.</p> <p>Pupils will begin to explore the term masturbation & urges with a focus on appropriate and inappropriate spaces when touching private parts (bedroom).</p>	<p>Emergency or Problem?</p> <p>Pupils will identify the difference between a problem and an emergency. Pupils to identify how to contact emergency services for an emergency situation, including:</p> <ul style="list-style-type: none"> -Medical emergency -fire -crime <p>Pupils to explore what actions to take with a range of problems for example:</p> <ul style="list-style-type: none"> -Internet not working. -Feeling hungry. -Feeling thirsty. -Being dirty 	<p>Budgeting & Finance</p> <p>Pupils will continue to develop their financial awareness within this unit.</p> <p>Pupils will practice essential skills to become more confident when managing money.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> -Choose an item within their budget. -Pay for item at the till. -Experience money exchange. -Wait for change. -Collect their receipt. <p>Pupils to be aware of cash and card payments.</p>	<p>Reproduction</p> <p>Pupils to revisit the use of appropriate vocabulary for private parts of the body.</p> <p>Pupils will revisit appropriate and in appropriate touch.</p> <p>Pupils to continue to develop their knowledge of reproduction. Pupils will explore the process of reproduction and how babies are made.</p> <p>Pupils to begin to explore the concept of consent.</p>	<p>Dealing with Loss</p> <p>Pupils will explore the different stages of the human lifecycle with a focus on death.</p> <p>Pupils will develop an understanding of death and explore the feelings associated with loss.</p> <p>Pupils will identify support strategies to help with grief, for example:</p> <ul style="list-style-type: none"> -Sharing memories. -Looking at pictures. -Speaking to friends. -Speaking to family members. -Creating a memory box.

By the end of KS3 pupils within the Developer Phase will have a secure understanding of positive relationships with peers and trusted adults. Pupils will understand that their bodies will change due to puberty. Pupils will be aware that rules are needed to stay safe within the wider community.

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Year 10	<p>Pupils will embed the skills and knowledge learnt within KS3 to develop greater independence.</p> <p>Pupils will develop a greater understanding of the world around them and how to manage relationships within their local community.</p>	<p>Responsibilities & Rights</p> <p>Pupils to develop an understanding of British Values.</p> <p>Pupils will explore their responsibilities as a pupil at High Point Academy.</p> <p>Pupils will develop an understanding of their Human Rights within school and the wider community.</p>	<p>Emotional Resilience & Development</p> <p>Pupils will develop an understanding of their triggers. Pupils will learn about resilience and why resilience is important.</p> <p>Pupils will identify how to manage their emotions and strategies to use if they are feeling unregulated.</p> <p>Pupils to begin to develop independence with managing emotion, identifying signs of upset and distress.</p>	<p>Maintaining Positive Relationships</p> <p>Pupils to learn about positive relationships. Pupils to identify friendships and why friendship is important.</p> <p>Pupils to explore different romantic relationships including LGBTQ+ relationships.</p> <p>Pupils to explicitly learn about the feelings associated with positive relationships and how to maintain positive relationships.</p>	<p>Personal Finances</p> <p>Pupils will continue to develop their financial awareness within this unit.</p> <p>Pupils will develop an understanding of personal finances, including:</p> <ul style="list-style-type: none"> -Banking -Bank Accounts -Card -Cash <p>Pupils will continue to experience money exchange within this unit developing confidence.</p>	<p>Following Rules to Stay Safe</p> <p>Pupils will identify rules to keep us safe within the community.</p> <p>Pupils will explain why rules are needed to keep us safe within the community.</p> <p>Pupils will identify what will happen if rules are not followed. Pupils will develop an understanding of crime and punishment within this unit.</p>	<p>Respect & Inclusion</p> <p>Pupils to develop a secure understanding of the terms 'Respect & Inclusion'.</p> <p>Pupils will engage in a range of inclusive activities and discuss the feelings associated with inclusion.</p> <p>Pupils will complete a Case Study task on Inclusion within Autism.</p>
Year 11	<p>Pupils will continue to embed the skills and knowledge learnt within KS3 to develop greater independence.</p> <p>Pupils to explore transitioning to further education and training.</p>	<p>My Future</p> <p>Pupils to explore life after school. Pupils to develop their understanding of transitioning to college or training. Pupils will explore their future goals and what they</p>	<p>Healthy Relationships</p> <p>Pupils to identify the relationships they have within their life.</p> <p>Pupils to identify why these relationships are important to them</p>	<p>Sexual Health & Contraception</p> <p>Pupils to revisit reproduction to ensure pupils understand how babies are conceived.</p>	<p>What's next?</p> <p>Pupils will explain their next steps as they transition from High Point Academy to further education or training. Pupils will have a clear</p>	<p>Preparing for Adulthood</p> <ul style="list-style-type: none"> • Pupils to participate in activities to promote independence. • Pupils to engage with community visits. • Pupils to prepare food independently. 	

		<p>would like to achieve as they transition into adulthood.</p> <p>Pupils will continue to develop life skills throughout this unit in preparation for adulthood.</p>	<p>and how these relationships make them feel.</p> <p>Pupils to explore relationships they would like to have in the future.</p> <p>Pupils to develop strategies to develop friendships and relationships in the future.</p>	<p>Pupils will revisit the term consent. Within this unit students will explore the term contraception and understand that contraception stops pregnancy, STIs & STD's.</p>	<p>understanding of their next steps.</p> <p>Pupils to create a Personal Profile document including important information that they would like to share with future employers and colleges.</p>	<ul style="list-style-type: none"> • Pupils to complete life-skills based activities.
<p><i>By the end of KS4 pupils from within the Developer Phase will become more self-aware young adults. Pupils will be exposed to a range of topics to ensure they have a good understanding of the world around them. Pupils will be more confident in knowing how to stay safe within the wider community.</i></p>						

Key

Celebrating Diversity and Equality	Health and Wellbeing	Rights, Responsibilities and British Values	Staying Safe Online and Offline	Life Beyond School	Relationship and Sex Education
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