**POWER 5-year overview**

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| Year 7 | WINTER |
| SMSC | Resolve conflicts + difference between right and wrong | Appreciation of a range of cultures | Work and socialiseConsequences of actions, | Exploring different faiths, moral and ethical viewpointsreflect on own beliefs and form perspective |
| EQ | What is the connection between body and mind | What is really worth fighting for? | Who do I trust? | Is everything always as it seems? |
| YEAR 7 | 1 | How to manage transition, challenge and changes | What does it mean for Christians to believe in God? | Diversity + DiscriminationThe apple core | What do people do when life gets hard? |
| 2 | Healthy lifestyle and self-care | Identity, rights and responsibility |
| 3 | The teenage brain - support manage emotions | Stereotypes taking action, media literacy, self-esteem |
| 4 | Strategies to support wellbeingBucket filling and riding the wave | Bullying and cyberbullyingBy stander effect and bullying 101 | Why do Christians believe Jesus was God on earth? |
|  | 5 | Puberty and cognitive and emotional changes | To explore why people are good and bad | Self-worth and types of relationships. 4 types of friends, fantastic friends |
|  | 6 | Body part and FGM | Values and expectations |
|  | 7 | Physical Risk and staying safe | Healthy and unhealthy relationship | What was so radical about Jesus? |
|  | 8 | Online risks and staying safe. Social media gaming/online grooming | Does the world need prophets? | Consent, trust and body rules  |
| **P/W** | What does it mean to be safe and well?Overall wellbeing, importance of healthy lifestyle and first aid |
| Year 8 | Winter |
| Flourish | Flourish | Flourish | Flourish |
| SMSC | Resolve conflicts + difference between right and wrong | Appreciation of a range of cultures | Work and socialiseConsequences of actions, | Exploring different faiths, moral and ethical viewpointsreflect on own beliefs and form perspective |
| EQ | What is the connection between body and mind? | What is really worth fighting for? | Who do I trust? | Is everything always as it seems? |
| YEAR 8 | 1 | Influences on health – taking responsibility  | Group projectThe Buddha: How and why do his experiences and teaching have meaning for people today? | EqualityTolerance and respect.  | How are Sikh teachings on equality and service put into practice today?Large graffiti wall which students add to each week to be put on display |
| 2 | Self-care Eat, sleep, exercise repeat | Gender identityJust like us.  |
| 3 | Explore attitudes to mental health Attitudes to social, emotional and mental health. Talking about emotions | Sexuality and stereotypes |
| 4 | Self-worth, Self-esteem, barriers to accessing support | Family and relationships |
|  | 5 | Strategies to managing setbacks and lows |
|  | 6 | Online resilience | Point. Of. ViewWhat is good and challenging about being a Muslim teenager in Britain today? | Positive behaviours in relationships and self-identity | Racism: what can be done to reduce its harmful impact? What can religions do to play their part in a more just society? Exploring different religious perspectivesMemorialising people |
| Characteristics of healthy and unhealthy relationships |
|  | 7 | Impact of drugsMedical and recreational drugs | Communication and consentBoundaries and choices about intimacy. Intro to sexual harassment |
|  | 8 | Alcohol and tobacco + vaping | Introduction to sexual health and Contraception |
| **P/W** | Healthy lifestyles – Making healthy choices on and off line – Nutrition, exercise, sleep. Choices and online wellbeing  |
| Year 9 | Winter |
| Flourish | Flourish | Flourish | Flourish |
| SMSC | Resolve conflicts + difference between right and wrong | Appreciation of a range of cultures | Work and socialiseConsequences of actions, | Exploring different faiths, moral and ethical viewpointsreflect on own beliefs and form perspective |
| EQ | What is the connection between body and mind | What is really worth fighting for? | Who do I trust? | Is everything always as it seems? |
| YEAR9 | 1  | Empowerment and happiness | Should happiness be a purpose of life? | Relationship values and qualities  | How does religion affect our beliefs?Morality, Christianity, humanism, Buddhism and Islam |  |
| 2 | Exploring success and planning for success | Managing relationshipsRelationship features, commitment and breakups. |
| 3 | Anger, triggers, the brain and self-regulation | Consent and the law |
| 4 | Peer pressure, group think, assertive behaviour. Fitting in or standing outSelf-defence role play | How far does it make a difference if you believe in life after death? | On and off-line CSE | How could and why should we reduce racism in our communities?Anti-racist people from different religionsSinging for freedom and justiceExpress one’s own vision for justice and equality.  |
| 5 | Relationship between physical + mental health. Social anxiety – try things out what works  | Bodies and sexuality. Pleasure and pressure.  |
| 6 | Body image and Body confidence – videos, discussions, solving issues, offering advice | STI’s |
| 7 | 2 workshops 1. Substance misuse
2. Positive social norms substances
 | Why is there suffering? Are there any good solutions? | Contraception |
| 8 | Influences of media and porn |
| P/W | Equality, stereotypes, respect linked to school and wider community. Time outdoors, volunteering ad community participation. Awe and wonder |

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| YEAR 10 | Autumn | Winter | Spring | Summer |
| Flourish | Flourish | Flourish | Flourish |
| SMSC | Resolve conflicts + difference between right and wrong | Appreciation of a range of cultures | Work and socialiseConsequences of actions,  | Exploring different faiths, moral and ethical viewpointsreflect on own beliefs and form perspective |
|  | What is the connection between body and mind | What is really worth fighting for? | Who do I trust? | Is everything always as it seems? |
| YEAR10 | 1 | Challenges to wellbeing | GCSE short courseA study of ChristianityWhat does it mean for a Christian to believe in God and Jesus?Key Christian beliefsImportance of prayer and worship | Myths, misconceptions and social norms in relationships | GCSE short courseA study of Islam or Buddhism |
| 2 | Reframe negative thinking | Relationship values |
| 3 | Recognise signs of mental ill health  | How do you know when you are ready to be intimate and how far to go? Can you plan for it, discuss it, prepare for it? How would substances effect these choices? Boundaries and contracting |
| 4 | Recognise signs of mental ill health and seeking support | Influences of the media + porn |
| 5 | Healthy and unhealthy coping strategies | Study of Religion peace and conflictIs religion a cause for peace or conflict? | Sex, Power, control and communication  | Study of relationships and families |
| 6 | Values and expectations around substances | Gender and equality |
| 7 | Responsibility and safety around substances and a night out | Extremism and radicalisation |
| 8 | Peer pressure, substances and risky behaviour  |
|  | 9 | Addiction and seeking support | Intersectionality |
| P/W | Healthy lifestyles – Influences in health. Protective and risk factorsMarriage, civil partnerships and co-habiting. Reasons for and against marriage. Arranged and forced marriage |

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| YEAR 11 | Autumn | Winter | Spring | Summer |
| Flourish | Flourish | Flourish | Flourish |
| SMSC | Resolve conflicts + difference between right and wrong | Appreciation of a range of culturesWorld view and perspective building | Work and socialiseConsequences of actions,  | Exploring different faiths, moral and ethical viewpoints reflect on own beliefs and form perspective |
| EQ | It is inside that counts | To what extent do our societies view today based on our past? | What is really worth fighting for?is everything always as it seems? |  |
| YEAR11 | 1 | Healthy lifestyle choices | Moral ethical and philosophical questioningKey influences on decision we make.  | Values, beliefs and rights in healthy and unhealthy relationships. Where we learn about sexuality |  |
| 2 | Self-examination  | What is sexuality? The circles of sexuality.  |
| 3 | Self-efficacy and resilienceOvercoming challenges | Why do people commit crimes? | Sex and intimacy – critical thinking around readiness for intimacy |
| 4 | strategies to overcoming fear | The casualties of war and conflict. | Positives, role of pleasure, myths around intimacy. |
| 5 | Healthy self-concept and self-esteem | Consent, pleasure, pressure and trust |  |
| 6 | Balancing success, ambition and unrealistic expectations | The law, religion and animal rights.  | Personal boundaries |
| 7 | Signs of poor health | Defining and thinking critically about types of relationship abuse and Harassment |
|  | 8 | Challenging stereotypes, stigma and misinformation around mental health | Is social media harming teen morals? | Excessing and providing support fort relationship abuse and Harassment |  |
|  | 9 | Wellbeing strategies | Does the media promote support and educate us or indoctrinate and spread false truths? | Ethical and moral decision making around relationship abuse and Harassment |  |
| P/W | Healthy lifestyles – Future proofing - wellbeing, strategies for managing stress, body and self-conceptRelationships – pregnancy choices, menopause, abortion  |